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ABSTRACT

The focus of the conference was on interinstitutional collaboration as a means of advancing higher education, particularly international education and faculty development. Contents are as follows: Introductory Comments (Russell J. Leskiw and Philip E. Moir); "Institutional Collaboration for Professional Development and International Education" (Stephen F. Foster); "Coordination versus Autonomy in Higher Education: The Challenge of the 1980s" (John D. Dennison); "Response to the Papers Presented by Professors Foster and Dennison" (Paul Gallagher); "Innovation and Modification in International Education" (James K. Morishima); "Improving Services to Students and the Public" (Gerry N. Lloyd, panel moderator); "Interinstitutional Cooperation in International Programs" (Jack Van de Water); "The Canadian School of Takudai (Susan Tennant); "Institutional Cooperation: Joint Programming in Travel Study" (Charles G. Mossop); "Industrial Professional Development" (Kenneth Gaglardi); "Instructional Skills Project for Staff Development" (Douglas Kerr); "The New Professional Role of the Instructor in the Open Learning System" (Kathleen M. Forsythe); "Interinstitutional Cooperation--The Way for a Small College to Get Further Faster: Some Experiences and Prospects" (Don Salter and Roger Hart); "The Open Learning Institute: Entering the Twenty-First Century" (David Kaufman and John Bottomley); and "Cooperative Professional Development in Health Education" (Tony Williams). Appended materials include the name and address of steering committee members, planning committee members, consultants, and conference participants. (SW)

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Compromise, Collaboration or Competition in Higher Education

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Pacific Northwest Conference on Higher Education

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Compromise, Collaboration or Competition in Higher Education

Proceedings of the Forty-First Annual
Pacific Northwest Conference on Higher Education
Vancouver, British Columbia
October 10-12, 1979

Edited by
Russell J. Leskiw
Philip E. Moir

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PREFACE

The 1979 Conference addressed three major areas of contemporary concern. The overall theme, "Institutional Collaboration for the Advancement of Higher Education," was supported by two subthemes, "Faculty Development" and "International Education." Both were seen to be critical subjects in the field of higher education today, and fertile areas for examination. The Faculty Development topic was intended to deal with ways, means, and models for inservice education, and with liaison among institutions, professions, government, and business and industry. The International Education component was included to deal with subjects such as exchanges of faculty and students, and with formation of contacts, consortia, and networks among institutions. One topic which loomed more important than anticipated in all three theme areas was educational technology and its applications for delivering services to students, its potential for staff development, and its use for exchanging information.

In their seminar on "Interinstitutional Cooperation," Salter and Hart got to the core of the Conference concerns in their example of how North Island College has benefitted from cooperative educational arrangements in the development of a technologically advanced delivery system based, in part, on the "brokering" of distance education courses.

The growing need for colleges, universities, and institutes to work together, particularly in the face of continuing "contraction,"* to avoid and resolve costly overlap and conflict, was a major motivating factor behind the choice of the 1979 theme of "Compromise, Collaboration or Competition." The three main addresses by Foster, Dennison, and Morishima each dealt with the three themes with different emphasis, respectively: staff development, coordination versus autonomy, and international education.

In the opening statement, Leskiw explained the juxtaposition of the themes, stressing the complexity of the problems confronting our educational systems. Foster characterized the present condition as "steady state" and dealt with the implications of "no growth." Gallagher concurred with Foster that institutions of higher education would be well advised to explore increased exchanges of faculty (within provinces or states and internationally) and undertake collaboration in research and curriculum development. Morishima supported these contentions and stressed, along with Forsythe, Salter, and Hart, the growing need to employ technologically

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*For an interesting account of the issue, see: Taylor, William, "Managing Contraction," R. Farquhar and I. Housego, eds., Canadian and Comparative Education. Vancouver: Centre for Continuing Education, University of British Columbia, 1980.

based systems in the service of education. Gallagher added an interesting observation with respect to the need for intra-institutional cooperation in staff development in these times of much reduced mobility. Gaglardi spoke to Foster's professional development concerns in his report of studies in "cross-over," or cooperative education, which places faculty in industry work for "sabbaticals." And Kerr underscored Foster's quest for faculty inservice with a clear description of a systems-based Instructional Skills Program for college and institute instructors. Williams described a cooperative interdisciplinary continuing education program in health services cosponsored by Columbia Hospital and Douglas College.

Dennison's paper provided a systems-based theoretical perspective which effectively provided a "bird's-eye view" of the landscape of higher education in B. C. One of his main points is that the pressures of contraction have resulted in a situation which requires coordination by inter bodies to resolve the discrepancy of having financial planning separate from functional planning. Gallagher, with a spirited response, challenged Dennison's "buffer body" theory, expressed concern about political influence, denied the prospect of declining college enrollment, and held up the banner of the "market place" theory.

Joining Foster's emphasis on the implications of a "steady state" in higher education, Morishima took a broad view of solutions in explaining his ideas and experiences in regional and international cooperation. Specifically, he called for a Pacific Rim consortium to exchange faculty, share courses and materials, and employ advanced educational technology systems for delivery and communication. Forsythe cogently supported Morishima in her sensitively expressed sense for matching human and technological elements for indigenous, individualized open learning systems. Morishima recommended the institution of a clearing board for encouraging regional and international cooperation.

Kaufman and Bottomley provided a second "bird's-eye view" of the B. C. higher education landscape in explaining the evolution of the Open Learning Institute of British Columbia. Their detailed description of the course development and delivery process links up with Morishima's case for increased applied research in the field of educational technology, particularly with respect to preparations "for the coming technical revolution in the micro-computer and communications fields." Educators, charges Morishima, must not abdicate their responsibility by failing to utilize the potential of educational technology.

In describing their college's experience with a diffuse student population in an "archipelago" land and sea environment, Salter and Hart described a resourceful program development and delivery system founded on cooperation with both colleges and

universities, regional and internationally -- in Alberta, California, and the United Kingdom.

Van de Water's seminar paper served to extend Morishima's international focus with a concise rationale and description of several models for cooperation in overseas credit course programming. The Northwest Inter-institutional Council for Studies Abroad is a successful consortium which demonstrates the advisability of collaboration over competition. In support of Van de Water's view, Mossop described an inter-college liaison for more efficient programming in international travel study.

From another important angle on international education, Gallagher endorsed Foster's call for colleges and universities to study and become increasingly involved in "education as foreign aid." Although their support is not direct, Morishima, Van de Water, and Mossop indicated they would concur.

Finally, the panel discussion chaired by Lloyd was purposely included in the program to emphasize the ultimate concern of the conference -- to improve services to students and the public. The participants, five administrators of student services from universities, colleges, and institutes, were -- unrehearsed -- all on the same wave-length in their common concern for delivery systems to improve services in nontraditional, noninstitutional and distance eduation settings. Their concurrence serves as an example of the potential benefits to be gained by bringing together educators from the several sectors of higher education.

Russell J. Leskiw
Philip E. Moir

INTRODUCTORY COMMENTS

Russell J. Leskiw and Philip Moir

The general theme of this forty-first annual meeting of the Pacific Northwest Conference on Higher Education is Institutional Collaboration for the Advancement of Higher Education. Two supporting themes -- faculty development and international education -- may represent contemporary and continuing concerns apart from any consideration of collaboration or interaction. It is the view of the conference planners that the course for both faculty development and international education can be enhanced considerably through collaborative effort and interinstitutional arrangements.

Many internationalists have over the years pleaded the case for human understanding and cooperative action among different cultures, nations, and peoples of the world. The hope for fulfillment of man's aspirations for a better world has ebbed and flowed intermittently since the Second World War. A quick analysis of the world scene today will reveal a world of vastly diffused power, a world which is increasingly anarchical and a world which cannot be manipulated by any major power or group of powers. International problems -- as well as many national ones -- reflect a degree of complexity which is beyond the comprehension of individuals. Very few individuals, including those in leadership positions, see complexity as a critical element of the intense problems facing humanity. Instant, clear-cut, and final solutions are still the expectation. In George Bonham's words, education "should represent a substantive reading of a globe where every answer now promises to be exceedingly complex and beyond the social imagination of most of us."* Unfortunately, the educational world is a microcosm of the political and social world of which it is a part, and orientation to the past, fragmentation, and short-term thinking are as prominent as in the larger context.

It is the intention and hope of the conference planners that this meeting can start very modestly to prepare the way for looking at common, interinstitutional, and international goals on a continuing basis and for understanding the complexity and disharmony about us.

Colleges and universities have retained, despite increasing intrusion of external factors, more flexibility and greater opportunity for intellectual exploration and choice than other public institutions. This flexibility and opportunity is often interpreted narrowly in the old "rugged individualism" philosophy in the

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*George Bonham has served as editor-in-chief of Change magazine and is chairman of the Education and World View task force. He is also executive director of the Council on Learning.

interests of institutional and faculty freedom. A move to institutional collaboration is viewed as a threat to institutional independence as are any efforts to join individuals across disciplines and professions in common action seen as control. This widespread divisiveness is a serious impediment in any move to coordinate institutional efforts in staff development and international education.

A further problem which affects positive change in staff development and international education is the preoccupation with material outcomes at the expense of the human element. There are hopeful signs that the humanistic revolution of the late sixties and the counter revolution in the late seventies may now be coalescing in a more reasonable balance between material and human factors. Today, one hears about scientific -- technological forces in conjunction with human forces. There is more discourse -- if not action -- about cultural diversity, social issues, individual identity and communication; and there is evidence of conscientious private sector response -- without government initiative -- to social and cultural issues rather than earlier response on the basis of economic and political motivation.

If the academic community is to respond to the challenge presented by collaborative effort, to lead the way towards preparedness for the complexity of global issues, to work towards greater utilization of human resources, and to strive continually for the attainment of the highest human potential, it must reflect much greater unity of purpose and effort in the future. Two critical areas of concern are in the realm of the supporting themes of this conference, staff development and international education.

INSTITUTIONAL COLLABORATION FOR PROFESSIONAL DEVELOPMENT AND INTERNATIONAL EDUCATION

Stephen F. Foster

This paper will identify selected current issues in the conference themes -- professional development, institutional co-operation and international education -- and attempt to interrelate these three seemingly disparate fields.

Concerning professional development, it is appropriate to note some of the recent history in the Canadian context. In 1969 Marcel Goldschmidt founded the Centre for Learning and Development at McGill University. The Centre exists as an independent arm of the university, dedicated to teaching and learning improvement activities. It was administratively separate from any of the faculties though it utilized joint appointments, notably with educational psychology. Over the past ten years it has grown in size, in scope of operation, and in acceptance within the university, across Canada and indeed internationally. This year a thorough review of the operations of the Centre was undertaken and a number of changes made, including a name change (to Centre for Teaching and Learning Services). The newly titled centre has been confirmed as a permanent unit at McGill in recognition both of the need for its services and of the quality of work done there. This is notable at a time of financial restraint and shifting educational priorities. It should also be noted that the University Teaching Methods Unit (UTMU) at the Institute of Education, University of London, has recently undergone a thorough review as well. There too the results have indicated reorganization and further institutionalization of the unit as a permanent part of the Institute.

In 1969 work was begun at The University of British Columbia on the design of a graduate course in College and University Teaching Improvement. Two years of advance preparation were required before it was finally authorized by the University Senate in 1971. The course has been offered regularly since 1971 and during the past three years over-load sections were created to accommodate increased demand. Including the current year's participation, well over 300 persons have taken part in this formal course offering. Participants included faculty members and graduate students in about equal numbers from virtually every faculty at the University and many of the community colleges and institutes in the province. Furthermore, the Faculty of Education has created a Standing Committee on Teaching (SCOT) and a Centre for the Improvement of Teaching and Evaluation (CITE). The Centre is charged with organizing and disseminating resources and consulting services for teaching improvement and formative evaluation. Now in its third year of operation, this service is subject to review this year.

Other notable projects in English Canada include imaginative, experimental programmes for the training of teaching assistants set up by the Faculties of Education at Simon Fraser University in British Columbia and at the University of Manitoba. The "Man-U-Teach" project at the University of Manitoba has a representative, joint panel of advisors drawn from each of the faculties. The Ontario universities have on each campus an office and a system-wide centre for teaching.

Important centres for teaching-learning exist in the higher education systems of most countries. Among the more notable of these are in the United States, for example Michigan, Illinois, and Massachusetts; in Germany in Aachen, Hamburg, and Kassel; in the Netherlands in Amsterdam, Leiden and Utrecht; in the Scandinavian countries at Copenhagen, Gotenborg and Bergen; and in Australia at Macquarie, Melbourne and Hobart.

President of Simon Fraser University,[1] in a speech to the Council of University Presidents of Canada called for renewed emphasis upon quality of teaching at the university and pointed to the inevitable interdependence of teaching and research.

Numerous efforts have been undertaken to determine perceived needs of faculty members for teaching improvement services. A large survey directed to every college and university in the United States by the Education Testing Service[2] determined the scope of teaching improvement activities undertaken as well as the estimated effectiveness of each one. The distribution of newsletters was found on the one hand to be the most common activity undertaken and on the other hand, one of those rated least effective. The provision of special funds for teaching improvement projects, though less frequently employed, was typically rated among the most effective practices. At the University of British Columbia, Centra's survey was done within the Canadian context.[3] Initially preliminary questions, not included by Centra, were asked concerning the areas of teaching which were viewed by faculty members as being most in need of improvement. Two follow-up surveys then sought to establish the approaches for improvement which were judged to be most desirable. The surveys were sent to approximately 1,000 academics across Canada, including every full-time member of the Faculty of Education at the University of British Columbia, all members of the American Educational Research Association and all members of the Canadian Educational Research Association for which Canadian mailing addresses were available.

The findings paralleled and extended those reported by Centra. The three areas of teaching most frequently indicated as needing improvement were found to be: discussion techniques, group work, and evaluation and grading. This was fairly consistently the case across all groups assessed, with the added observation that women teachers selected evaluation and grading procedures as being in

critical need of improvement. Younger faculty members emphasized the importance of improving the use of discussion techniques in teaching. In the follow-up survey to determine the preferred means of effecting such improvement, the most highly-rated procedures included siminars and presentations by invited guest experts on the subject of teaching, the provision of grant funds for teaching improvement projects (also noted in Centra's survey) and the recognition of teaching as an increasingly important factor in personnel decisions concerning tenure promotion and merit salaries. While it may be that survey data reflect only part of the need for teaching improvement activities in Canadian universities, the views of potential users are useful in the planning and organization of the services.

The prospects for continued professional development activities are good and progressive institutionalization of staff development as an on-going commitment on the part of colleges and universities seems likely to continue. In these days of declining enrollments and financial tightness, however, relatively cost-conscious delivery systems must be sought. Small colleges may wish to share a staff development officer among several campuses, thus reducing the overhead of maintaining multiple offices. For medium-sized and large institutions a consideration of what might be called the "Guelph Plan", established at the University of Guelph, Ontario, deserves serious consideration. Guelph, an agricultural college originally, has institutionalized staff development in the form of a small but active office of teaching services. To prevent the possible stagnation of a permanent directorate, Guelph has moved to rotating directorships with directors selected in rotation from the various academic departments, each director serving a period of about two years time in the office. This creates a situation whereby after a few years several departments on the campus have on their staff former development officers who can act as informal resource persons at the department level as well as provide guidance to the current development officer. The Guelph Plan seems to be a viable alternative to the problem of developing a cumbersome administrative machinery. At Guelph a suite of three offices has been dedicated to teaching improvement activities; one of these contains secretarial assistance, another is a seminar-resource centre, and the third serves as both an office for the director-coordinator and for consultation services. Very close ties have been established with the audio-visual services unit at Guelph and it seems possible that there, as at Macquarie University in Australia, some integration of services may take place.

Institutional cooperation, as I have already noted, may involve -- particularly in small colleges -- a sharing of staff development facilities as a means of achieving economy of scale. It is often the case that a visitor from another institution, perhaps in another part of the world, can achieve a certain amount of effectiveness that a locally-based and known person can-

not, even when the two offer essentially the same services and advice. Institutional cooperation can therefore play an important role through sharing or exchanging services or in collaborating in providing services. In this connection one can identify explicitly some stereotypes and misperceptions which may impede progress in institutional cooperation and staff development. Whereas an economist's point of view might identify financial factors which inhibit progress towards institutional improvement, a psychologist may be sensitive to the perceptual and social factors that might impede progress. Furthermore, it is effectiveness of outcome rather than efficiency of function that is important. It seems that in a period of financial restraint social factors can often serve as sources of improvement. One stereotype which is alarming is that of limited credibility of Faculties of Education as sources of information about teaching improvement. Whether or not this stereotype once had a basis in reality, observations of current faculties of education in Canada and elsewhere suggest the presence of a pool of highly talented individuals having up-to-date and useful skills that can be tapped by other faculties or by community colleges desiring to promote teaching improvement. It is also observable that college teachers often stereotype their sister institutions as competitors, thus limiting opportunities for collaboration with nearby institutions in curriculum development and evaluation projects or with instructional development projects. Too often it seems easier to bring a specialist in from afar than to schedule a working session with colleagues from a neighboring institution. I believe that it is more at the individual rather than the institutional level than one can work to defeat these stereotypes, and it is this defeat that is called for here. Institutional atmospheres work to encourage or discourage individual cooperation, however. Related to this, an emphasis on institutional loyalty as a phenomenon is apparently on the increase among a number of community colleges. Granted that such loyalty might be appropriate to an institution with well-established traditions, and that it may be useful in preserving of coherence among curriculum programs, but there are negative aspects of this trend towards institutional loyalty which serve to inhibit needed cooperation among faculty members in both related and different departments and, especially, in different institutions. This problem of institutional loyalty is particularly acute in the case of part-time teachers, a feature which seems common to many colleges. In fact it tends to demoralize these part-time teachers at a time when active steps should be taken to encourage and support them. One can imagine oneself as a full-time or especially a part-time teacher, at a community college which is less than ten years old and which has more than one campus, when one is also a doctoral student at the university. What does institutional loyalty mean? Is one supposed to be loyal to one's campus, one's college, one's university, the college system, to the concept or system of higher education in British Columbia? The view is presented strongly here that the first and fundamental loyalty of any good teacher is to his or her students and to their legitimate educational needs.

Subsequent loyalties can be directed to one's academic discipline, to the fraternity of teachers and learners within that discipline and across disciplines in higher education, and finally, to the particular institution that makes the teaching and learning activity one is engaged in possible through the provision of funds and facilities. The concern here is that individual stereotyping compounds financial shortfalls in interfering with needed institutional cooperation, particularly in the area of professional development but affecting also the prospects for international education. Competition requires careful monitoring to maximize creative production and to eliminate or minimize the impact of impediments to cooperative development.

One might reflect on the problems of institutional planning at this point. It is important to go about our activities rationally and with explicit goals, objectives and criteria to be applied in assessing the extent to which goals and objectives have been met. Projections facilitate orderly development. One can be as skeptical about planning as about loyalty, however. Too heavy a reliance upon either at institutional or system-wide levels increased the danger of becoming reified to an extend exceeding the ability to respond accurately to needed changes. Planning must therefore provide opportunities for responding to exigencies arising from unpredictable natural, social, political or other circumstances.

Finally, some comments should be made concerning teaching and research. A recent issue of the Chronicle of Higher Education[4] indicated that 25% of colleges and universities in the United States offered some form of joint courses or team teaching inter-institutionally, and that there was an increasing trend toward this kind of cooperation. Furthermore, students enrolling in any of the "big ten" universities, plus the University of Chicago, have privileges of taking courses at any other sister institutions, provided these meet with their academic programme. Team teaching opportunities within and between institutions seem to be a step which can promote professional development. Universities are widely stereotyped as being concerned mostly with research, whereas the corresponding college stereotype is that of primary concern with teaching. Yet research activities should occur at colleges, even as teaching takes place at universities. While the primary emphasis in colleges should remain on quality teaching, there are lines of legitimate research inquiry, in particular so-called action research, curriculum development and evaluation. These can logically be expected to take place in colleges. Funding bodies tend to be slow in providing colleges with resources for research. Universities and colleges should therefore establish new links to make university research facilities and personnel more readily available to college faculty members for research projects concerning areas of mutual interest and need. The Club of Rome, a group of European thinkers called for new theories of participatory and

anticipatory learning and for the development of these theories as called for by the Club of Rome[5] would quite properly include the colleges.

Now to address the final theme -- international education -- and to make at least one recommendation that might be regarded as provocative. It seems that international education has effects at many levels of society. There is potential for a strong impact on the individuals who participate in such international exchanges. Furthermore, the institutions and society, which these individuals function within, are likely also to be beneficiaries of the experiences and insights from abroad. One approach to dealing with the potential stagnation of faculties during the encroaching steady state period of higher education is the concept of half-time appointments with tenure. The other half of a faculty member's time might be occupied by a variety of alternative pursuits, among these being teaching and research assignments in institutions in other countries. It should be noted here that there are important staff development centres, as noted in the first section of this paper, located in other countries, notably England, Australia, Germany, Holland and Scandinavia, where interesting and innovative activities take place. For college and university staff members to be seconded to these locations, perhaps to offer seminars in their specialty, may be useful exchange among the developed countries. Such institutional cooperation through international exchanges in the service of staff development have already taken place between the University of Kassel in Germany and the University of British Columbia.

The Club of Rome report calls for particular attention to the educational needs of individuals in developing regions of the world. The educational opportunities in third world countries often are meagre by our standards. It may be worth noting, for example, that in Upper Volta about ten percent of the children of that country have an opportunity to attend any form of schooling whatsoever. And when considering the female children of Upper Volta, the figure drops to about three percent[6]. A consideration of education as foreign aid should therefore be seriously undertaken by the federal and provincial governments of Canada. The government of West Germany provides foreign aid to developing countries by inviting their talented students to complete advanced degrees in Germany. It then provides an educational seminar and re-integration programme to orient them to teaching their specialties at colleges and universities in their respective homelands. This particular form of foreign aid results in most of the money being spent within the developed country, whereas the results of training become available to the developing countries. Other forms of educational foreign aid involve sending faculty members and students abroad to participate in educational programmes in developing countries. Such services are provided by both Canada and the United States. A massive increase is needed, however, in exchange

activities involving teachers at Canadian and American universities and colleges and their counterparts abroad, and involving North American students and students from other lands. As long as conditions such as those in Upper Volta exist, no one should feel comfortable in believing that there exists no shortage of teachers.

On a recent visit to the Netherlands, the writer observed impressive modern technical facilities for the training of dentists, these being used to offset shortages of dentists which are expected to be resolved within ten years. At that time one might assume that the Dutch government intended to train dentists for other parts of the world, where there was still a shortage of trained dentists, as well as to continue inservice training of practicing dentists in the Netherlands. Clearly, education as foreign aid is an option that will be increasingly available to developed countries such as the Netherlands, Germany, and Canada as the demands on our educational system and personnel slacken. So long as people abroad lack the educational opportunities that are taken for granted in Canada, there should be few claims about teacher surpluses.

Finally, in reference again to the report of the Club of Rome, tentatively entitled Learning to Bridge the Human Gap, it may be tempting to disregard or to become hyper-critical of the recommendations of this unofficial body as was the case with their previous reports (notably the Limits to Growth study). However, some of their assumptions and conclusions are difficult to deny; for example there is little doubt that considerable research and conceptualization needs to be done to develop an adequate learning theory to properly account for the educational needs of the world's people in the coming decades with a view, for many, of basic survival. Of course there are problems closer to home to deal with immediately. The statistics on education of children, particularly of girls in Upper Volta, should not blind us to the gender inequities in our society. One example pertinent to this meeting concerns the persisting gap in salaries and rank attained by female academic professionals in our own institutions. It can be argued that research and development activities inspired by the Club of Rome's call for new theory, research and practice in the areas of participatory and anticipatory learning ought to be undertaken on a broad scale involving wide institutional and international collaboration with a view towards promoting sound educational and career opportunities for all groups at home and abroad. Until such time as one can honestly regard poverty, crime, illiteracy, disease, war and prejudice as historical artifacts, the challenge for education remains acute. As Ann Landers often advises her correspondents to seek professional counselling for the many and varied problems they present, education is frequently advanced as the means of resolving critical world problems. As professional counsellors cannot rest upon their laurels in terms of having adequacy of counselling theory as a basis for practice in resolving the

problems referred to them, educators then have a long way to go in developing theory and practice. Hopefully, the papers and discussions of this conference will be well directed in addressing these and related issues.

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COORDINATION VERSUS AUTONOMY IN HIGHER EDUCATION: THE CHALLENGE OF THE 1980S

John D. Dennison

In addressing the topic of this paper, perhaps the best way to begin is to examine those issues which post-secondary educational institutions will have to confront in the 1980s.

There will be, according to the evidence available, three major problems.

1. A continuing erosion of public confidence, with diminishing public support, for tertiary education as a guaranteed route to social and economic advancement.

2. Escalating costs required to sustain the system, resulting in an increasing percentage of federal and provincial budgets, which will have to be allocated to tertiary education. A similar problem has caused a breakdown in the medicare system in several provinces.

3. A diminishing pool of potential students in post-secondary education.

Statistics Canada reports a declining number of young people in the 18-24 age bracket and, more significantly, a decreasing percentage of students from this age group seeking formal post-secondary study.

The foregoing will be partially offset by the participation of mature students, largely part-time and evening enrollees, who havebeen boosting the enrollment. However, there are indications from Eastern Canada that the pool of such students is also levelling out.

In effect, there is a return to the state of the system in the 1950s -- a relatively stable period of growth!

However, there is one major difference from the 1950s, namely the existence of large numbers of educational institutions, designed for a variety of purposes. Their presence is the legacy of the phenomenal investment in education over the last twenty years -- a period often referred to as "the golden years of higher education."

By way of example it is interesting to view the situation in British Columbia. In 1960, students graduating from secondary school had the choice of one university (U.B.C.), with a satellite

campus in Victoria, and a small number of provincially-operated vocational schools. In 1980, the post secondary educational system included three public universities, fourteen community colleges, six provincial institutes, one institute of technology, two private colleges and the Open Learning Institute -- a total of twenty-seven institutions -- all of them energetic and of high quality but expensive and, to a degree, in competition with each other.

The foregoing situation is by no means confined to Canada. In the United Kingdom recent decisions have included an extensive operation to close many colleges, particularly those of limited function. In addition, there is an increading limitation in university places, particularly in the social sciences.

Similarly, Australia is facing the dilemma of the existence of over eighty colleges of advanced education, many of them hastily proclaimed in the 1960s, some of which show an increasing lack of viability. In response, there have been attempts to diversify the function of these colleges, a direction which, ironically, can lead to increased competition among the institutions. Another technique involves attempts to merge institutions, a process which has proved to be somewhat controversial.

The proposition in this paper is that a process of orderly coordination of post-secondary education, to an extent not attempted previously, will alleviate the deleterious effects of hasty reduction in the number of institutions.

It may well be, in the final result, that institutions will have to relegate some of their present functions to other components of the system.

With respect to the foregoing it is necessary to define the term "coordination," in the context of this paper.

The most useful definition is the one used by Hurlburt in State Master Plans for Community Colleges:

> *Coordination is the planning for, and systematic allocation of, responsibility and resources among institutions to promote maximum efficiency and effectiveness in the achievement of higher education goals.*

At this stage the appropriate question to ask is...what factors justify the case for coordination?

The most commonly used argument is that, without such coordination, unjustified duplication among institutional programs will continue.

In which respects does potential duplication occur?

In British Columbia the most obvious is the often perceived competition for students between the universities and the "transfer" programs in the colleges.

Clearly, if the charge of duplication can be proved there are two potential solutions -- each of which has been advanced in the past.

1. To restrict the colleges to "non-transfer" programs only, with particular emphasis on the technical-vocational areas.

2. To require that the universities relinquish their first, and perhaps second, years to the colleges. This design is effectively utilized in Quebec.

However, the results of a considerable number of studies conducted on transfer students in this province suggest that the type of student enrolling in college transfer programs is often very different from his counterpart who enrols in a university.

In the first case, the college student is often unsure of his educational goals and his abilities to meet such goals. The college offers the ideal milieu to reach some serious conclusions as to his future. Some conclusions may, or may not, include further study in the universities.

At the risk of oversimplification, it is reasonable to state that colleges serve different students in different ways. The charge of duplication is difficult to prove.

A further source of duplication lies with the current interest of some universities with the development of diplomas and certificate programs in a number of fields. While the colleges suggest that such programs lie within their mandate, the real task seems to be to establish criteria for determining which programs are more appropriate in the university setting than in other kinds of institutions.

In terms of degree programs it is most unlikely that colleges and institutes in British Columbia will ever attempt to include them within their mandate. However, there are two possible exceptions.

The British Columbia Institute of Technology is currently undergoing some exploratory investigation of offering degrees in

certain technologies. Obviously a decision to proceed has major implications for potential students, the traditional university degrees in engineering and commerce and, not of least importance, the attitudes of potential employers of such graduates.

Considerable understanding and consideration of these implications is vital before any decision to grant degrees is finalized.

The second exception is the case of Trinity Western College in its request to grant four-year degrees. Without pursuing the obvious issues in this case, the question is one that should be answered only after an established procedure has been followed.

With respect to the universities, certain more obvious questions arise:

1. Should they all continue to offer expensive and often highly specialized graduate and professional programs?

2. Should they continue to compete in the delivery of off-campus courses and programs in the interior?

3. Should all universities continue to provide essentially similar undergraduate degrees in such programs as teacher education while the estimated need for graduates is at best problematic?

In addition to the foregoing, the establishment of the Open Learning Institute provides a new dimension to the potential sources of duplication. The question of whether the OLI provides supplemental educational services to those which presently exist or whether they are in direct competition with such services depends very much on how one views the mandate of the established institutions and the extent to which they are able to meet this mandate.

If nothing else, the examples outlined suggest that many issues arise which involve the relation of several components of the tertiary education system.

Accepting the case, proved or not, for coordination -- how is the process to be achieved? Or, better stated, how is it to be accomplished while retaining the traditional autonomy of tertiary institutions which many would claim to be essential for quality education?

In my view, the key to effective coordination lies within the powers of interbodies or buffer agencies, constituted at the provincial level.

Much could be said about such bodies. The prime argument is that they operate independently from governments and like Caesar's wife both act, and appear to act, from apolitical motives.

The most popular model for buffer bodies in academic circles is Britain's University Grants Commission. Founded in 1919, the U.G.C. has established a reputation for rational action while retaining the confidence of both government and universities in its decisions. The literature refers to the U.G.C. in such intriguing terms as a "miracle of self-effacement" and a preserver of "equal and opposite unpopularity." Perhaps the most pertinent feature is the fact that the U.G.C. is composed entirely of academics -- a factor which may, or may not, contribute to its successes.

In practice, such bodies assume one of two major forms -- either they are "advisory" to governments, in which case they tend to remain objective, make their advice public and supply reasons for such advice. If, however, they are given legislated "executive" powers, they tend to become more bureaucratic, less open in their operation and often perceived as being accountable only to government from whom their powers were granted.

In British Columbia, the Councils, as such bodies are names, have been granted considerable regulatory authority -- terms such as "to approve" and "to establish" are used in specific legislative contexts. However, in the case of the Universities Council, its major activity to this point has been to develop funding formulae which are accepted as being equitable by their member universities and which provide some predictability in their budgetary planning.

While such priority activity is both laudable and necessary, there are two matters of concern which should be shared with you.

Funding formulae are almost inevitably enrollment driven and, furthermore, tend to encourage institutions to develop programs which quote "meet the social and economic needs of the province." Just as inevitably, such criteria lead to considerable competition for students in the first case and, in the second, the enthusiastic mounting of programs which are often inconsistent with the essential functions of the institutions. However, the main problem is that financial planning has been carried out in isolation from functional planning. Not only is the latter the more critical but logic suggests that it provide the basis for the financial allocation which should follow.

A model process for functional planning has been carefully outlined in the publication Planning for Planning, by Trotter and Carrothers, available from the A.U.C.C.

> *Following formal and informal consultation with individual universities and their collectivity, the intermediary body (or government department where there is no intermediary (body) should publish an annual planning document to be circulated to all faculty, members of boards of governors, legislators and the general public on request. This document should:*
>
> *1) set out the functions of the university system in the province or region in relation to other educational institutions.*
> *2) indicate, giving assumptions and reasons, the planned scale of enrollments settled for the university system in the long term planning period ahead (five to seven years) together with projected enrollments in other postsecondary institutions.*
> *3) describe plans for future program developments, the reasons for these and the opportunities which they create for students.*
> *4) summarize briefly the role planned by each institution and the extent to which this role is consistent with the needs of the province or region as a whole.*
> *5) report decisions taken by government and universities which relate to issues reviewed in earlier planning documents.*
> *6) draw attention to areas about which there is major uncertainty and need for further study before the basis for long term in relation to them can be established. The text of the planning document should stress that it is one of a series of working papers intended to contribute to an ongoing process.*

The essence of the planning process is the continuous involvement of the member institutions, first individually and then collectively in rationalizing their role and function within the context of the total tertiary system.

The foregoing is mandatory if there is to be any assurance that institutional autonomy, albeit with some deviance from the traditional use of the term, will be protected.

2.4

While university coordination is carried on with reference to the needs of the province and the wider community -- both national and international -- the process is somewhat different in the case of the colleges. Given the traditional commitment to the needs of their immediate communities, the colleges will plan programs and services from a different orientation. However, in the final analysis, the total offerings of the system the costs of the programs and the potential for placing its graduates will be among the critical factors in planning.

With respect to the role of the College Councils in the coordination of colleges and institutes, the task is not unlike that facing the Universities Council. However, there are two immediate problems in this province which need to be resolved.

1. While the legislation gives clear power to the three councils which interface with the colleges and institutes, there is ongoing and persistent confusion as to the sharing of authority between the councils and the postsecondary division of the Ministry.

There is an important principle to be understood...You either have an independent buffer body or you do not!

2. The three College Councils each exercise different powers and they operate relatively independently from each other. It is not difficult to appreciate the consequences when one Council approves capital funds and the other operating budgets, each decision independent of the other.

In short, the imminent need to explore the benefits of one single council with clearly defined authority is, in my view, clearly apparent.

Finally, provincial-wide coordination will not be effective unless there is a working relationship between the councils responsible for all institutions within the system. Logic dictates that proposed new programs at the postsecondary level be examined critically as to whether they could be appropriately offered in either a university, or a college or an institute. Further, the question of the value of joint programs, offered by colleges and universities, needs to be considered.

Such decisions are consistent with the long term planning process which is essential to real coordination in higher education.

In summary, let me restate briefly the thesis of this paper.

(1) There is every indication that coordination within the total system of postsecondary education is both necessary and imminent.

(2) The process should begin before predictable events force the urgent and less acceptable solutions to the problem which have been employed in other constituencies.

(3) The first responsibility for functional planning, the keys to coordination, lies with the institutions themselves. This will go far to ensure that the traditional autonomy of the institutions, within the context of the total system, will be protected.

(4) The catalyst, and then final responsibility for the coordination process is with the provincial buffer agencies which are independent of governments, but with clear regulatory powers.

(5) The budgetary support for the various institutions will recognize the financial needs of the programs which are consistent with the long term role of the institutions.

RESPONSE TO THE PAPERS PRESENTED BY PROFESSORS FOSTER AND DENNISON

Paul Gallagher

With little time to reflect on the remarks we have just heard, it is difficult to respond succinctly and to do justice to two powerful presentations. It is certainly impossible for me to comment on the similarities and differences between the papers, under these circumstances.

I hope it will be possible, however, to comment constructively on the papers separately; indeed, my only comment applying to both papers is that their presenters live and work in a world very different from mine. They clearly speak from a detached and scholarly perspective; my world is that of a young, aggressive and socially involved college of its community.

It was a special delight that Professor Foster did not speak like an administrator, even though he does administer (among other things) and despite the fact that his audience is largely one of administrators. His perspective seemed that of an instructor and researcher -- the people who are at the heart of both his world and mine. His remarks were unlike many mildly paternalistic administrators who speak in terms of what they and their institutions can do for faculty in the areas of staff development, institutional collaboration and international educa ion.

I can comment on only a few of Professor Foster's remarks.

When he spoke about professional development, Professor Foster neglected to make reference, or at least explicit reference, to what I would consider to be the greatest obstacle to improvements in staff development of people in our institutions, namely the sharp decline in mobility of personnel in tertiary education. Ten years ago, this mobility of faculty in almost all Canadian postsecondary institutions was very evident: people came and went with great regularity and, in the process, faculty members continually rubbed shoulders and intellects with new colleagues. That was the heyday of effective professional development, and it existed in virtually every institution. Today, however, mobility of faculty is virtually nonexistent. Faculty members who were our colleagues five years ago are still our colleagues today, and most of them will still be our colleagues for years to come. In some ways it is a depressing prospect to suggest that most of our associates will still be our associates until we reach retirement age. It is equally distressing that in more than one department of Professor Foster's own university the youngest faculty members are in their mid-thirties. In summary, the informal yet the most effective academic nourishment provided by continuing mobility of per-. sonnel from institution to institution no longer characterizes

postsecondary education. Unless measures are taken to improve interinstitutional mobility, I am not at all confident that we will see much improvement in staff or professional development, no matter what strategies or plans or programs are introduced within our institutions.

I would agree with Professor Foster that there must be cooperation to avoid institutional stereotyping -- people in colleges, universities and other postsecondary institutions can do nothing but stereotype if they do not encounter people in other kinds of institutions. I want to reinforce the view that these interinstitutional collaboration between administrators, or formal "institutional" measures to learn about other institutions, will be of little benefit unless individual faculty members in different institutions meet their counterparts, in more than a social context, to discuss their work as peers.

I cannot resist a comment on Professor Foster's question about the interest of college instructors in research. Let me assure him that, at least in my experience, college instructors are indeed very interested in research, all the while recognizing the primacy of their teaching function. The problem really is that colleges, and the agencies which subsidize colleges, do not provide to their faculty the resources necessary to permit them to engage seriously in research. Colleges tend to encourage research -- as long as it is gratuitously provided by already well-occupied instructors. Only when we reach the point where colleges are willing to provide reasonable support for research activities can we expect a significant change in this area and the spinoffs of a professional development nature.

Professor Foster's comments on the loyalties of college personnel merit some reaction. It is clear to me that this is a very important issue that should be viewed in the respective contexts of the distinctive cultures of the university and the college. There is clearly a well-developed university culture, nurtured over centuries. Part of that culture dictates that faculty members owe their first loyalty to their disciplines; another part of that culture is that the discipline is the basic unit of the university structure. To me, it is essential to recognize that the college is quite different -- a community college culture is only in its early stages of development. One of the components of the emerging community college culture is that the institution, not the discipline, has first call on an instructor's loyalty; a second component is that the program, or an array of programs, is the basic unit of the community college structure. To advance professional development in the community college setting, then, much greater emphasis needs to be placed on intrainstitutional, transdiciplinary exchange and dialogue than on interinstitutional activities. Community colleges are by their very nature excellent forums for exchange among people of very different interests and backgrounds

tied together, at least potentially, by a common first loyalty to "their college". A faculty association meeting in a community college is an extraordinarily stimulating environment.

Finally, I wish to applaud, however briefly, Professor Foster's notion of international education as a form of foreign aid. At first glance, the idea is fascinating and full of potential. I hope that Professor Foster will have the opportunity to expand on the topic as this conference progresses.

As I turn to the paper presented by Professor Dennison, my first observation is that he has argued forcefully for the orderly development of tertiary education, and has made a strong case for central coordination and rationalization. My second observation is that I disagree with him completely. His case, in my view, is a planner's delight, but it is politically unrealistic -- in any social setting with which I am familiar -- and at least suspect educationally.

I must, however, concede that Professor Dennison's identification of issues which are likely to dominate the 80s is one with which I partially agree. I believe that his third issue -- that there will be a diminishing pool of potential students -- is not as accurate as the statement that there will be a shift in the preferred choice of tertiary level students from the university to other kinds of postsecondary education. I speculate that the continuing increase in older and part-time postsecondary students will more than make up for the decline of entrants from the schools -- and that large numbers of these students will opt for community colleges and specialized postsecondary institutions with a practical orientation. If I were in the business of forecasting, I would predict that the 80s will, at least in Canada, be the decade in which the university really begins to feel the pinch of declining enrollment -- and that this development's positive feature will be that universities will return to their historic role of research, scholarship and training for the professions. The 80s will be the decade in which community colleges find themselves and begin to return to society the considerable investment that has been made in this unique form of postsecondary education.

Allow me, however, to deal with Professor Dennison's case for a centrally coordinated tertiary system of education.

This conference ought to give at least some, if not equal, consideration to the alternative at the other end of the spectrum. That alternative is to set aside the notion of central coordination and to encourage institutions to be entrepreneurial, aggressive and creative with the confidence that the market place will, in reasonably short order, produce a less apparently orderly but no less effective coordination. Let all institutions do what they can do best, let institutions seek their own ways of meeting their

responsibilities, and the initial result will be institutional friction but institutional cooperation as well. The longer term result, of course, will be that some institutions will wither on the vine (at least in Canada, educational institutions do not simply go out of business!), but neither students nor society will really suffer as a result. The advantage of this approach is that all institutions will have to strive continually for their own forms of excellence; mediocre institutions will not be artificially propped up by some planner's scheme for a "rational" postsecondary system.

Even if Professor Dennison's approach were theoretically desirable, his own argument regarding the implementation of a rational, centrally coordinated postsecondary system demonstrates its impracticality. Any experience of which I am aware suggests that system-wide interbodies or buffer agencies simply do not work either apolitically or effectively, and they tend to be enormously expensive. Buffer agencies, in fact, become third party arbitrators when interinstitutional cooperation does not exist; however noble they may be, members of such buffer agencies are engaged in essentially political activity, and their decisions are commonly unsatisfactory to the noncooperating parties or institutions. I believe, then, that it would be profitable for us to consider avoiding the overhead expenses and bureaucracy that are inevitable consequences of a centrally planned system -- and let institutions work out their problems creatively and energetically. I do not believe that postsecondary education would be any less rational or less systematic; I am convinced that it would be less expensive, more dynamic, more socially sensitive, more productive and more interesting.

INNOVATION AND MODIFICATION IN INTERNATIONAL EDUCATION

James K. Morishima

It is customary to assume that our ethical and religious roots stem from the Judeo-Christian ethic and our systems of science and philosophy stem from Greece, Egypt and other cultures of the Near East. But here in the Pacific Northwest we also have an opportunity to focus upon, learn from and exchange ideas with the peoples of Asia. For too long we have ignored Asia and turned our eyes eastward towards Europe, as the fount of knowledge and academic tradition. Because of our geographic location, I shall limit my comments on international education with examples from North America and Asia. Obviously, most of those remarks are also generalizable to Europe, but the examples have a distinct Asian flavour.

It is true to the point of being trite to say that the world is shrinking. We are well aware of the advent of more and more rapid transportation facilities -- the jet and the SST for example -- and of developments in communications systems. We have, however, not even begun to utilize modern technology to its fullest. To be sure, special programs such as ORME (Office of Research in Medical Education) have begun to experiment with direct satellite-assisted communications, but we who have an interest in higher education have done little to exploit and adapt modern technology to intra- and intercontinental needs.

The higher education systems in our states and provinces have done little to recognize the implications of more ready access to different regions by automobile, aircraft and communications systems. Consequently, we still maintain a large degree of state and provincial autonomy in designing our educational programs. In this era of declining enrollment and shrinking resources for higher education, this lack of coordination has resulted in failure to fully utilize the resources at our disposal. At the same time, the constraints imposed upon institutions (in the form of such devices as enrollment driven allocations) have caused many institutions to minimize risk taking and to devote their energies to program maintenance.

Logically, one means of maximizing the use to which limited resources are put is to increase collaborative efforts between institutions which are in relatively close proximity to one another. Such institutions, particularly those that are publicly funded, have been typically averse to pursuing collaborative efforts. For example, Pullman, Washington and Moscow, Idaho are located in two different states and are within a few minutes of one another by automobile. They house two major institutions -- Washington State University and the University of Idaho. Both campuses have major classroom, laboratory, athletic and other facilities and maintain

separate libraries. The states of Idaho and Washington have not attempted to combine resources, reduce duplicative physical facilities and coordinate faculty expertise.

The coordination of faculty expertise is especially crucial since most institutions are in a steady to declining enrollment state. This means that the number of faculty assignable to a given institution will continue to abate. With declining numbers of faculty members, each institution must determine where it will invest its human resources. As John Dennison so eloquently put it, we are faced with declining resources in dollars and students. Normally, this leads to increased competition and decreased cooperation. I propose that by means of individuals cooperating we may be able to make the "normal" "abnormal." In Seattle, for instance, it may make little sense for the University of Washington to hire a professor of ancient Roman history if Seattle University already has a faculty member with the appropriate qualifications. Instead the two institutions might engage in a cooperative venture whereby students may freely take courses from either institution.

The business of coordinating faculty professional development is even more crucial when one is designing and managing programs. In 1973 I proposed a coordinated effort in the growth of ethnic studies programs in the Seattle area. I suggested that the community colleges concentrate on introductory and community action courses and to concentrate on Filipino Americans. The University of Washington might direct its energies to advance courses and theoretical research.

Coordination of effort makes sense when educators are under pressure to maximize the use of resources within a geographic area. It assumes that mutual agreements can be worked out between the institutions; a major and, unfortunately, improbable assumption. In the Seattle case we did manage to begin coordination of effort in a minor way in the purchase of audio-visual materials among the public schools, the community colleges and the three universities.

While the "sharing" of resources in a significant way has not really occurred, we do see some coordination of efforts within states and to a more limited extent across state and provincial borders. The advent of state coordinating agencies has forced institutions within the system to coordinate and cooperate. In the Pacific Northwest we have begun to take steps to implement resource sharing, both with and without official (or quasi-official) sanction. We are also seeing cooperation among the "big ten plus one" in allowing students to take courses at the eleven institutions. Several private institutions have combined resources and freely allowed students to take courses and share facilities. In a limited way, Washington State University and the University of Idaho have begun to specialize and to share resources with eath other.

At the University of Washington we have arranged with several other institutions in the greater Seattle area to have our graduate students serve as paid and non paid teachers in programs for English as a second language. Similarly, in the Higher Education Department, we have long had a policy of placing interns in other institutions on a remunerated and non remunerated basis. While the technical responsibility for assigning grades belongs to the University of Washington faculty member, in practive the grades and evaluations are made by those for whom the students are working

In a unique development, the South Asia Studies Programs at the University of Washington and the University of British Columbia have had a cooperative venture for several years. Under this arrangement students register for a course at their own institutions and travel weekly to the other institution for instruction. The instructor sends the grade to the students' home institution. One major drawback to fuller utilization of this program appears to be the lack of funds for travel expenses.

Increasingly, informal and formal arrangements are occurring among faculty at several different institutions. Again, utilizing the South Asian Program as an example, an organization dubbed "SACPAN" (South Asian Colloquium of the Pacific Northwest) has evolved. SACPAN involves regular meetings of faculty and students at the University of Washington, the University of British Columbia, Simon Fraser University and the University of Victoria.

We should view these activities as a first step towards greater coordination of academic program development within the region, and of improved utilization of resources. What we have not yet seen is fuller utilization of these experiences and the possibility of significant exchanges -- physical and intellectual -- among institutions. Why shouldn't a student be permitted to register at one institution and actually attend another? Or why shouldn't a student be able to register and pay fees at one institution and attend another without going through administrative hassles. For example, a student from the University of British Columbia (U.B.C.) might take a course offered at the University of Oregon, pay the normal U.B.C. fees, and do so without having to apply for admission or pay fees at Oregon.

The present state of affairs appears to have stagnated at the level of individual faculty initiative and the arrangement of interdepartmental "gentlemen's agreements." There seems to be little official institutional interest in entering into greater collaborative arrangements.

Among nations and states it is possible to discern cooperative ventures. North American universities have for many years conducted self-contained travel programs to France, Italy and other

European countries. However, few of our institutions have well-developed overseas ties with Asian countries, although a few significant programs have been initiated. The University of California system, has developed a program with Sofia University in Tokyo. A University of California faculty member serves as resident adviser at Sophia. Likewise, the California state college system has a cooperative venture with another institution in Japan.

I propose that the institutions of the Pacific Northwest would be well-advised to follow similar plans with Asian nations. The key to initiating significant cooperative ventures rests on the motivation and commitment of individual faculty members. For those of us interested in teaching and research in the field of higher education, the relevant institution in Japan would appear to be Hiroshima University which has a centre for the study of higher education. While there no doubt would be political and fiscal obstables, individual faculty members could enter into mutual agreements to launch worthwhile ventures.

There are mechanisms available for the award of credits if one is willing to "bend the rules." This is supported by the example of cooperation in South Asian Studies between the University of Washington and the University of British Columbia; and by the example of unofficial compacts between individual faculty members at the University of Washington, four year colleges, community colleges and a variety of community agencies in the areas of Administration and English as a second language. The present informal exchange of courses or credits enables students to gain valuable experiences in a foreign country -- and to share ideas and research strategies; while the participating faculty press for formal recognition from the parent institutions.

Once the liaison is under way formal institutional recognition of the activities could follow and firm arrangements entered into for the exchange of faculty and students. There are many potential benefits and some risks involved in such ventures. If we in the Pacific Northwest are to begin unofficial programs, it is essential that we select faculty members in foreign countries who have bonafide credentials and are recognized international "experts." We are beginning to see more unofficial arrangements in which faculty exchange teaching assignments; one example is the unofficial link between the University of Washington School of Architecture and a Japanese university. The arrangement is sanctioned by the School of Architecture and has not been interfered with by the University administration.

Beyond direct human contract there are possibilities for other kinds of exchanges. In the late 1950s and early 1960s, Stephens College in Missouri, with the support of American Telephone and Telegraph, mounted a series of "telecourses." This use of communications technology has been adopted by a number of other

institutions. These initial telecourses invloved the use of telephones, audio-amplifiers and microphones. Government officials interacted with students via a telephone amplification system. The microphone enables students to communicate directly with the individual speaker, and the telephone system enables the resource person to conduct the conversation in whatever location was most convenient.

With the technology we have today we could replicate the smaller scale experiences on an intercontinental basis. For example, individuals interested in a particular phenomenon in higher education might arrange for faculty and students in Washington, British Columbia and Japan to enter into a series of dialogues via telephone network. Obviously, such ventures would require adequate funding, but the costs might be defrayed through the sharing of resources, and projects should receive supplemental governmental funding and subsidies from business and industry.

One variant of the telecourses is to videotape a presentation, project it to faculty and students at the receiving institution, and simultaneously conduct an interaction via telephone for supplemental information and question and answer exchanges.

As an example of the problems which could arise, it would be necessary to take into careful consideration the English language proficiency backgrounds of the countries with which one is interacting. For example, the manner in which English is taught in Japan makes written communication more effective than oral/aural communication. That is, Japan emphasizes the written mode and the English language instructors in Japan often speak English with heavy accents.

It is important that international programs take into account arrangements other than the exchange of foreign language students. Many Western architects are of the opinion that as the energy crisis worsens residential architecture will emulate traditional Asian architecture, with its emphasis on multi purpose rooms and a reduction in the size of residences. North Americans can no longer afford to expend scarce resources on heating and cooling large, nonfunctional spaces. We should begin to explore exchanges in a variety of different fields which traditionally have been ignored, particularly with Asiatic countries.

If exchange programs are to succeed there will need to be certain supporting developments both here and abroad. For example, increasing emphasis should be placed on English as an additional language programs to enable the visitor from Asia, Latin America or Africa to comprehend English readily. Without this we would be restricting exchange programs to individuals who are already fluent in English. And we must increase our offerings in foreign languages so that our own students can build up a modicum of fluency before

they go to another country, and we must do this without forcing our students to spend more time in colleges and universities. This, in turn, implies a substantial modification in curricula -- to redefine basic needs, to incorporate improved materials and techniques into existing courses, and to reduce the number of courses students must take in order to free up time for essential language learning.

Many steps up the technological ladder are the experiments currently being conducted by ORME in the use of television via space satellites to transmit medical expertise into the hinterlands. The system enables special instruction, continuing education, exchange of new developments and actual assistance in the operating room. ORME has received massive funding from external sources since the costs of the program are considerable; so are the potential benefits. In short, given funding, "the sky's the limit."

One major problem we are facing in terms of institutional collaboration is a lack of sustained, timely communication. A publications clearinghouse would seem to be in order. Several organizations and individuals have pertinent published works in progress, quasi-public reports, and the like. Some associations for example, the Association for Institutional Research, indicate individual interest areas when membership rosters are published. The most fruitful avenue for information on works in progress, however, remains the professional conference and the resulting "grapevine" or informal communication network. But this source of information is hit and miss, and as travel funds are restricted access is becoming increasingly difficult.

For those of us interested in exchanges in higher education other mechanisms must be found. We cannot continue relying upon journals and conferences, or even upon retrieval systems such as ERIC. There is simply too mych happening that does not get reported, such as the application of newer statistical techniques (for example, cluster and out-lier analysis of salary data by race and sex), theses and dissertations in progress, "I wonder if we can..." projects, and including this conference on international education, faculty development and institutional collaboration. Much of the information does not find its way into the traditional academic communications network. The work may be too sensitive for public dissemination (this is often true of many institutional research studies). While most doctoral dissertations are reported in dissertation abstracts and ERIC, many worthwhile masters theses are not.

If we in the field of higher education cooperate in even limited ways the results can be most interesting. For example, several years ago I conducted a study on the acceptability of nontraditional transcripts and happened to chat with a colleague at Western Washington University. The conversation resulted in the University

of Washington conducting a study which was jointly funded and planned by the University of Washington, Western Washington University, the Evergreen State College and Green River Community College. The data were important to all four institutions, and were able to conduct the study on a single occasion thus eliminating a duplication of efforts.

The ideas and concerns I have put forth in this paper have led to efforts to determine if there is an interest in forming a Pacific Rim Association of Higher Education. Affirmative responses have encouraged the drafting of a constitution and plans to incorporate as a non-profit organization. The major purpose of incorporation, incidentally, is not to add to the proliferation of professional organizations but to enable individuals to attend an annual meeting with institutional funding for travel.

The Pacific Rim Association for Higher Education (PRAHE) is intended to be an organization comprised of individuals interested in the broad area of higher education in an international perspective. We hope that it will serve as a communications link among members on the Pacific Rim (interest has been expressed from as far south as Mexico and as far west as Japan) who want to share ideas, works in progress and research. We hope that PRAHE will also encourage individuals interested in exchange programs, the sharing of faculty, and the like, to get together and explore these areas and to arrive at mutually satisfactory arrangements, without official institutional sanction.

Finally, I would hope that PRAHE will publish a newsletter which would include short synopses of works in progress, including theses and dissertations in which graduate students are engaged. Persons wishing to join PRAHE should contact myself or Donald T. Williams, Jr., at the University of Washington.

PANEL SESSION ON IMPROVING SERVICES TO STUDENTS AND THE PUBLIC

Gerry N. Lloyd, H. Kirchner, Roger Hart, Bil Stewart, & I. Mugridge

The theme of Kirchner's remarks centered around offering education for the nontraditional student by utilizing a multiplicity of delivery systems. He highlighted the education that should be developed for geriatric people, shiftworkers and the housebound handicapped. The role of the community college in departing from the traditional campus-centered activities to that of moving into the community with programs was emphasized; as well as the need to have the physical plant open during nontraditional hours to satisfy the needs of the shiftworker.

Roger Hart outlined the North Island Program by the use of a five minute video presentation. Its basic message showed the Outreach Program using the mobile van and tutors developed for the remote areas of North Vancouver Island. He emphasized that the Program was designed to meet the specific requirements of each student as an individual, taking into account their location in the sparsely populated areas of the North Island.

Bill Stewart outlined traditional campus services to students and emphasized the Handicapped Student Program, and the Foreign Student Assistance. He noted that his institution was constantly modifying its Student Services Program to deal with changing needs on their campus, such as the adult student and the emerging woman.

The Open Learning Institute is one of the newest institutes in the Province, having its start up in September, 1979. Ian Mugridge reviewed the main thrusts O.L.I. is taking. Its mandate is to provide educational courses throughout the Province by means of directed studies leading towards degrees. In addition to correspondence, students have the opportunity to receive tutoring by telephone and within their community from selected tutors.

Seminar Session Presentation

INTERINSTITUTIONAL COOPERATION IN INTERNATIONAL PROGRAMS

Jack Van de Water

In the past decade there has been an increased recognition in higher education of the advantages of interinstitutional cooperation. The sharing of human and material resources has so many educational advantages it is remarkable, as Professor Morishima has outlined, that so little has been done despite these advantages. As a proponent of international education programs I would like to suggest some reasons why progress is still limited and, more important, provide some models for cooperation in international programs that might be relevant to your particular college or university.

Interinstitutional cooperation in higher education is not encouraged by our histories, our political systems, our administrations or our planners. We suffer, in this instance, from the inherited traits of self-reliance, individuality, competition and what is now referred to as "turf protection." Educational institutions have pride in their abilities to compete with their neighbors whether it be in obtaining funds, winning football games, influencing politicians or even in some cases, rejecting opportunities to cooperate when it is mutually beneficial. This predisposition to go it alone may be understandable in the historical sense, but it is an obstacle to overcome in developing high quality, cost-effective international programs.

There are not many examples in higher education that are better suited to interinstitutional cooperation than the development of overseas academic programs. In this area we have examples to draw upon and there are existing models to study. These examples are not all positive. A few years ago, a survey conducted by the Council on International Educational Exchange revealed that in the city of Madrid there were 55 separate American college sponsored programs. This situation results from institutional pride (and jealousy), poor communications, lack of planning and the willingness to offer a poorly funded and academically weak program. If these 55 programs were coordinated, so that the colleges and universities with common interests and objectives worked together, the results would be five to ten programs with increased course offerings, greater academic quality, reductions in expenses and greater stability. The point I wish to emphasize is that if you are in a position to initiate or influence foreign study programs, don't make the mistake of many of your colleagues and succumb to the pressures of doing it yourself. Look to your neighbors and colleagues, investigate what is already underway and see if your interests are compatible with another institution or consortium. Open up avenues of communication if they do not exist.

Explore what is being done in your area of interest. You may discover a framework for cooperation already exists or you may have to look beyond your immediate region to find compatible colleges. In the Northwest we have overcome some of the traditional obstacles to cooperation, and consortia have evolved or are being formed to facilitate international programs. I outline some of these below, suggest their utilization as examples for interinstitutional cooperation.

NORTHWEST INTERINSTITUTIONAL COUNCIL ON STUDY ABROAD (NICSA)

NICSA consists of 15 public universities in the Northwest. Through a formal contract and agreement each institution shares in the cost of operating one-term foreign study programs in France, Germany, and England. These programs enroll about 150 students per term and provide opportunities for Northwest faculty to teach overseas. Membership is by application. This framework has potential for expansion, both in terms of membership and in regard to developing new programs in Asia, Africa and Latin America.

THE OREGON STATE SYSTEM OF HIGHER EDUCATION (OSSHE)

The seven four-year institutions in Oregon have developed a cooperative framework for administering academic year programs in Japan, France, Germany and Mexico. These programs draw upon student and faculty interest throughout the state system. An Executive Board for each program, consisting of student and faculty representatives from each institution, meets once per term to discuss and set policies, to select Resident Directors and to share information. One institution, Oregon State University, has the responsibility for day to day administration and fiscal management of the programs. This cooperative framework has helped overcome the problem of the proliferation of overseas programs and has encouraged the development of a stable base of interested, well-qualified students and faculty. The programs have been able to overcome recent financial setbacks because of the cost-sharing approach and because of the interest of external funding agencies in supporting consortia approaches to overseas programs.

INDEPENDENT LIBERAL ARTS COLLEGES ABROAD (ILACA)

This is a Northwest consortium of private colleges that cooperate in providing a foreign study program in England. The framework exists for further program development and institutional membership.

PACIFIC NORTHWEST INTERNATIONAL/INTERCULTURAL EDUCATION CONSORTIUM

This is a new organization of primarily community colleges sharing an interest in cooperative international programs. They plan to develop a cooperative framework for internationalization

of curricula, English language training for foreign students, international cooperative education and a series of workshops and seminars on international topics of common interest.

These four examples demonstrate that interinstitutional cooperation in international programs is alive and well in the Pacific Northwest. A framework exists for cooperation at the state level, among public and private four-year institutions and among community colleges. What is lacking is widespread recognition of the advantages of cooperation and a further consolidation of mutual interests in international education. The challenge for the future is to imporve our network of communications and international opportunities, so as to provide a better education for our students preparing to live and work in what we know will be an increasingly interdependent world. This fact is central to the need to work together to overcome traditional and bureaucratic obstables to cooperation, and to develop interinstitutional frameworks for sharing educational, human and material resources in international programs.

Seminar Session Presentation

THE CANADIAN SCHOOL OF TAKUDAI

Susan Tennant

Takushoku University is a private university which was established in 1900. The main purpose of the university is to prepare students to take an active role in international society. There are three main faculties at Takushoku: the Faculty of Commerce, which includes Business Administration and Foreign Trade; the Faculty of Political Science and Economics; and the Faculty of Foreign Languages, which includes English, Chinese and Spanish. The university also has a Graduate School of Economics and Commerce. In 1972 the university began offering special courses in the Japanese language for foreign students.

Before World War II, Takushoku University had arrangements with colleges and universities overseas for Takushoku students to study abroad. With the advent of The Canadian School of Takudai, students will again have the opportunity to study outside Japan while earning credits at Takushoku University.

This year, for the first time, Vancouver Community College, Continuing Education, is offering a special six month English language program for students from Takushoku University of Tokyo, Japan.

In April 1979, the Board of Directors of Takushoku University and the College Board of Vancouver Community College approved the special program, and an agreement was signed between Vancouver Community College and Takushoku establishing The Canadian School of Takudai. The purpose of the school is to further the education of students from Takushoku University, both in content areas and in the English language.

This year 45 students, ranging in age from 18 to 24 years, are participating in the school which is held at Langara Campus of the College. The dates of the program are September 4, 1979 to February 27, 1980. The program is run on a cost-recovery basis; there is no cost to the Canadian taxpayer.

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Seminar Session Presentation

INSTITUTIONAL COOPERATION: JOINT PROGRAMMING IN TRAVEL STUDY

Charles G. Mossop

Many of us here today are involved directly or indirectly with some form of international education, and I am sure that it will not be necessary for me to dwell for long on the benefits of such education. As we enter the decade of the 1980s, we find a world in which contact between different cultures and ethnic groups is possible on a far greater scale than ever before. Thus, experiences of international education are all the more important. Students who are able to spend time in another country or with people of another culture have an opportunity to observe, study, come to understand and appreciate other life ways and social perceptions. In today's world it is vital that students who complete college and university programs have a sense of tolerance and a willingness to try and understand others whose views may differ from theirs. It is to provide students with these kinds of opportunities that many colleges and universities are engaged in some form of international education; whether it be study tours, permanent centres abroad for study or student exchanges of various kinds.

Before I go into the travel study program that has been initiated at Cariboo College, perhaps it would be useful to give a little background on the institution itself, since many of you may not be familiar with it. Cariboo College is a two-year community college in the interior of British Columbia. It serves a region of approximately 60,000 square miles with a population of about 140,000. Nearly one half of this population is located in the city of Kamloops which is the site of Cariboo College's major campus. Courses and programs are offered throughout this college region in career and vocational fields, technical training of various kinds, university transfer and general interest continuing education.

Cariboo College's involvement with international education is at present limited to the study tour. The very mention of the name "study tour" conjures up a variety of different images to different people. These projects are characterized by great diversity in terms of size, length, destinations, kinds of accreditation and so on. Cariboo College has mounted tours of various kinds, both local and international, ranging in length from one day to three weeks. The shorter tours -- the one day or the one weekend kinds of projects -- are, of course, not what one would call international. These are travel study courses nonetheless, and what we have done is to take advantage of special events happening near to the College region. An example of this is the visit to the Seattle exhibition of artifacts from King Tutankhamen's tomb which involved two hundred students.

However, our real concern is international tours, and these are customarily three weeks long. We have visited the Far East, Southeast Asia, and Egypt. These travel study courses are not at present given university transfer credit, but the College gives credit towards a diploma in general studies. All of our travel study courses are open to the general public because we believe that the College should serve all the segments of its community; and, indeed, this is its mandate from the provincial government. There are many individuals who wish to travel, have the means and the time to do so, and would like to make their travel into a learning experience; something more than a holiday. Accordingly, the College has gone forward to serve these people.

Each of our tours is, in fact, a course involving pre-travel study, instruction en route and follow up sessions when the group returns home. Since we are dealing with a clientele which spread out well beyond Kamloops, we have encountered special problems in the delivery of pre-travel instruction. In response to this we have used audio tapes and printed matter as well as actually sending the instructor around to various centres to present orientation lectures. The time spent by students in pre-travel study ranges from about six to as many as thirty hours depending on the instructor, the type of course and on how much instruction is to be given while actually in the field. Some instructors prefer to do a great deal of teaching before they leave and only a minimal amount of formal instruction while they are on site.

The hours of instruction, of course, are related to the amount of credit that Cariboo College gives to an individual course. The three week international tours customarily have been granted three units of College credit. We believe that the pre-travel study is extremely important, and we require that an instructor-leader have a considerable amount of experience in the area in which the travel will take place. Preferably, the instructor should have visited the site at least once, but, if not, should have other applicable experience. What we avoid are situations in which an instructor concocts a course in order to visit a certain part of the world. If a study tour is to be conducted as a geography course, for example, then we look for appropriate qualifications.

To organize our larger international projects we engage a travel agency experienced in the arranging of tours and well acquainted with the concept of the study tour itself. It is most important to have an agent that is well experienced in custom designed travel. All of the study tours sponsored by Cariboo College have been specially designed by the instructor. These itineraries never coincide with standard tour packages that can be purchased across the counter. The concept of educational travel is to present to the participant a new and different kind of learning experience;

and for this you need an agent who can coordinate resources and personnel and produce an itinerary which is unique to that group and to that particular project. In addition to this, the use of a large and qualified agency will enable an institution to avail itself of all possible benefits in terms of group travel, and useful administrative arrangements such as advance ticketing.

Cariboo College's first international study venture was in 1975 when a group travelled for three weeks throughout Southeast Asia. This experience revealed to us that there was a considerable amount of community interest in study tours, and two years later (after a permanent program had been established) the same tour was repeated with the addition of the People's Republic of China and Burma which had not been part of the 1975 trip. In 1978, a group visited Egypt, largely because of the enthusiasm generated by the King Tutankhamen exhibition in Seattle which I noted earlier.

As of 1979, however, Cariboo College and Okanagan College, a neighboring regional institution, have entered into an agreement to engage in the joint programming of travel study courses. By this arrangement representatives from Cariboo College and Okanagan College consult together on the timetabling of study tours and the courses are advertised in both College regions. This Christmas, for example, a group will spend two and one-half weeks in Mexico for an archaeology course accompanied by an instructor from Okanagan College and one from Cariboo. In the spring of 1980, an instructor from Okanagan College will take a group to Europe, and in July a Cariboo College instructor will lead a three week study tour to the People's Republic of China. We have found positive and encouraging community reaction to these joint programs. But once again, we have been presented with difficulties in regard to the delivery of pre-travel instruction; the instructors have had to travel fairly extensively in order to reach many of their participants. Those that are not reached in this way are provided with printed and audio tape material.

This kind of joint programming requires a spirit of good cooperation between institutions; some detractors believe that the institution sacrifices some of its autonomy. In some situations this may be true; but in the specific area of international education cooperation is a great advantage and far outweighs any apparent loss in "autonomy", whatever that may be. International study tours require a minimum number of participants in order to protect a lower price and by advertising in two or even more College regions the chances of success are much improved. Again, by utilizing the faculties of two or more institutions, far more instructional resource people are available.

We have found that interinstitutional cooperation is a great benefit to both partners, and we feel that this direction is a wise one for international education programmes sponsored by British

Columbia institutions. Collaboration for international education is something which should be seriously explored on a province-wide basis, and we at Cariboo College call for an examination of this possibility in the near future.

Seminar Session Presentation

INDUSTRIAL PROFESSIONAL DEVELOPMENT

Kenneth Gaglardi

The concept of employee development, upgrading or retraining is becoming an increasing concern of good employers everywhere. This paper is a discussion on that theme with an expansion of it that may be beneficial.

In the community college system the professional development options available to instructors vary from institution to institution. They include:

1. a regular two month period often used for the development of college courses and materials -- available only to academic instructors;

2. leaves of absence arranged individually between the instructor and institution for reasons of mutual benefit;

3. leaves (sabbaticals) on a reduced salary for periods of up to one year for exchanges, industrial work or other mutually agreed upon activity;

4. attendance at seminars or professional meetings.

The arrangements for personal professional development are made by the instructor, and often are based only on the limited number of opportunities of which he or she is aware.

The expansion of the third option is the focus of this discussion, with an emphasis on its applicability to academic instructors in the science area.

When individuals conclude their academic training, they face the options of an industrial career or a teaching/research career. While there is some crossover between the two options, the integration is limited. This proposal is based on the idea that the crossover is mutually beneficial.

The development of the crossover is embryonic at this point in time. It sprang from an observation of the benefits ascribed to the student cooperative education program, where students spend approximately four years earning a baccalaureate degree which includes placement with selected employers for three, four-month periods.

College Canada, in January, 1979, cited some of the benefits as:

> *Both placement officers and employers saw co-op education as greatly contributing to improving the attitutes and career paths of students.*
>
> *...when recruiting...it is practically impossible to determine whether or not students have satisfactory behavior characteristics...co-op education provides... (the) opportunity to assess these...*
>
> *The question asked by co-op students are more searching and students are more motivated.*

I like to think that students leave the cooperative education program with a "heart knowledge" rather than just a "head knowledge." Furthermore its popularity with students is clearly evidenced by the enrollment of over 6,000 students in Canada in 1978.

With this background, I asked if a similar program would be feasible for faculty. Could positions in industry be established that could be filled by college faculty on a rotating basis. The thought was quickly set aside in terms of the reality of competition for scarce professional development dollars available for leaves or sabbaticals.

As a result, I began to look for employers willing to enter into a cooperative relationship on an ad hoc basis. Now there is a measure of this occurring presently; however there was a need to give emphasis to the option because many faculty lose sight of the available professional development possibilities. This is demonstrated by the fact that of the few faculty who do seek leaves many simply return to their alma mater, perhaps because they know the people there. No one should downplay this approach, but it is useful to have more options available.

To be workable, the cooperative education concept must be mutually beneficial, and I believe it is. But it is not without pitfalls. The benefits to the community college include:

1. imporved teaching because instructors will have up-to-date practical examples;

2. faculty awareness that they are not trapped in one career path;

3. the encouragement of more professional development to fully utilize the allotted professional development resources.

The benefits to the industry include:

1. the employment of talented help at a fraction of its market value since most sabbaticals include from 50 to 70 percent funding and, therefore, the company may pay as low as 30 percent of the salary and benefit costs of the individual:

2. employment of this talent without any long term commitment;

3. the acquisition of consultants who are increasingly in demand;

4. an avenue for inexpensive recruiting;

5. good public relations in the eyes of the community.

But the major benefactor is the individual and his or her benefits would include:

1. greater self esteem through successful industry experience;

2. motivation to perform a better job of teaching;

3. a more searching attitude toward the institutional curriculum, which should be transmitted to students;

4. the level of his or her understanding should increase.

One can learn a subject more readily by teaching. The level of comprehension achieved in applying knowledge may be said to be "heart knowledge" as distinct from "head knowledge." A good example of this is Jearl Walker's demonstrations of the excellent insulating properties of a vapour. He plunged his wet fingers into a pot of molten lead! But, one has to be confident of the limitations of the insulation before risking one's fingers.

There are also very real hazards in the implementation of cooperative education. For the college these include:

1. loss of good employees;

2. generating consultants who abuse college facilities;

3. Accepting the return of instructors after a short time if the option does not work out.

For the industry these include:

1. the candidates taking too much of the time of the other employees, thereby increasing the cost of the program;

2. the creation of union-management problems;

3. the problem of access to the information they need. (For example, this may be a particularly sensitive issue in mining exploration).

For the individual these include:

1. entry into a situation that does not work out;

2. possible family implications, such as housing and schooling if the position requires a move.

As you see by this discussion, I believe the advantages outweigh the disadvantages, although this assessment has to be made carefully by all parties before entering into such an arrangement.

I wish also to emphasize and give a brief description of the kinds of work I see academic science faculty performing on a mutually beneficial basis:

1. research and development work, of which there is an increasing amount being done (the proposed Discovery Park concept may offer some further opportunities here);

2. testing laboratories;

3. in-house industrial training programs.

The interest shown to date in faculty involvement in industrial professional development has been very encouraging, but not universal. It is promising that the Ministry of Education has provided funding for the study. The faculties of the British Columbia colleges have been surveyed; their responses varied from "no takes here" to "...especially interested in this kind of proposal."

Overall they were very enthused. The companies surveyed to date have also had varied responses from "yes, if a,b,c..." to "If you have a _____we will take him tomorrow."

In conclusion, arising from discussion of the seminar on industrial professional development, were the following questions and comments.

1. The length of the leave was questioned. It was generally thought that one year would be necessary for substantial experience to be gained.

2. The loss of good employees was discussed. The experience of the Northern Alberta Institute of Technology (NAIT) indicates that some are lost; but for every three lost, two return within ten years. Furthermore, since we recruit from industry we should not be too protectionist..

3. The gain to an academic faculty member by doing industrial training was questioned -- with the thought being that little would be gained by just exchanging teaching rooms. It was felt that a great deal needed to be learned about the industry to make a training program work and to be accepted by job-oriented people.

4. An expansion of the concept to the humanities areas was proposed in the form of seeking, for example, a "special assistant to the president" role. While these may be cynically thought of as "gopher" jobs, they have potential value.

5. The comment was made that academic science faculty may be more content with their situation after "seeing the other side."

6. The industrial training ideas was thought to be good, but the kind of development suited to an individual's personal subject needs was thought to be useful too; the example of a historian seeking a leave to improve his skills as a sculptor was cited as being of value.

Seminar Session Presentation

INSTRUCTIONAL SKILLS PROJECT FOR STAFF DEVELOPMENT

Douglas Kerr

A small but enthusiastic group of conference attendees joined me for an afternoon of discussion about the Instructional Skills Program. What follows is a summary of the information presented to them during the session.

During the summer and fall of 1978, Diane Morrison of the Ministry of Education's Program Services Division commissioned me, then a Staff Development Consultant with the Federal Public Service Commission, to conduct a study of staff development needs in the community colleges and provincial institutes in B.C. The study confirmed the need for a specific process to develop the instructional skills of instructors in various disciplines throughout the Province. I was asked to design a workshop process which would concentrate on the development of the fundamental skills of instruction.

The Instructional Skills Program became a reality in the summer of 1979. A project funded by the Ministry of Education, which I planned and designed as Staff Development Consultant at the Vancouver Vocational Institute Campus of Vancouver Community College. By the summer of 1980, nearly 100 college and institute instructors and administrators will have been trained to conduct the Instructional Skills Workshop for instructors at their respective institutions.

The program now underway is based on the principle of "peers training peers." In contrast to many inservice training programs which have been conducted by resource personnel from outside the postsecondary, nonuniversity system, the Instructional Skills Program has been designed, and is being implemented completely by, instructional resources drawn from the colleges and institutes. About 80 experiences postsecondary faculty are being trained each year to, in turn, train their peers at their own institutions.

At each level of the Instructional Skills Program the workshop is the delivery vehicle. The program is comprised of three distinct workshops -- the Instructional Skills Workshop, the Facilitator Training Workshop, and the Training Team Workshop (see Figure below).

The Instructional Skills Program Workshops

TRAINING	1 or 2 Program Directors
TEAM	and
WORKSHOP	4 or 5 Trainer Trainees
FACILITATOR	1 or 2 Program Directors and
TRAINING	4 Trainers and
WORKSHOP	20 Facilitator Trainees
INSTRUCTIONAL	1 Facilitator
SKILLS	and
WORKSHOP	5 Instructor Trainees

The Instructional Skills Workshop has been designed to provide performance-based skills training in designing, conducting, and evaluating instruction. It is meant to be of most immediate use to the new instructor, but experienced instructors have also found it to be valuable. Participants in the workshop are guided through a series of cycles of designing, conducting and evaluating instructional sessions. During the course of the workshop each participant practices instructional design skills, designs and conducts three ten-minute "mini-lessons", receives oral, written and video feedback on each lesson, and sets new performance objectives against which to evaluate her/his performance change each day. This workshop is conducted at each participating college or institute by experienced instructional staff of the institution who have been trained in the Facilitator Training Workshop.

The Facilitator Training Workshop is run in two different settings: 1) centrally, at the Langara Campus of Vancouver Community College, once every three to four months, and 2) at any community college or Provincial Institute in B.C. at the request of that institution. Trainers conducting the Facilitator Training Workshop have been trained in a Training Team Workshop by a program director. Facilitator Training Workshop participants develop (or refine) the instructional skills with which they will instruct as well as the facilitation skills which they will need to conduct the Instructional Skills Workshop.

The Training Team Workshop is held at the Langara Campus of Vancouver Community College. It is conducted by one or two directors and is attended by four or five workshop participants. Each participant is an experienced instructor who has participated in

an earlier Facilitator Training Workshop. During the course of the three-day Training Team Workshop, participants acquire the skills required to train facilitators.

Since the inception of the Instructional Skills Program in 1979, four Facilitator Training Workshops have been held at the Langara Campus of Vancouver Community College, and four more have been conducted at other locations in the Province. Ninety-six experienced instructors from twelve community colleges and three provincial institutes have been trained to conduct the Instructional Skills Workshop at their home institutions. Thus far, Instructional Skills Workshops have been conducted on a least seven campuses, and plans are underway for several more at other locations.

Implementation of the Instructional Skills Program will continue for some time. For more information about the program contact Diane Morrison (Ministry of Education, Richmond, B.C., 278-3433) or me, Doug Kerr, (Vancouver Vocational Institute, Vancouver, Community College, 681-8111).

Seminar Session Presentation

THE NEW PROFESSIONAL ROLE OF THE INSTRUCTOR IN THE OPEN LEARNING SYSTEM

Kathleen M. Forsythe

The big change factor for education this century has been the rise of technology. For the purposes of this paper I shall look at the impact of educational technology on learning and the corresponding changes of the role of instructor with respect to technology for learning.

The role of technology in human service activities, such as education, is a particularly challenging and controversial area. One argument is that the amplification of human effort through the use of technology in nonproduction areas, such as human services, enables more people to be served in more places at less cost. On the other hand, there is a great concern that there is a unique quality to certain human-intensive activities, such as education, that cannot and should not be replaced by technique or machines. There is truth in both arguments. However, we need to examine certain ideas about teaching, learning and educational technology to see that the uniqueness of the human role in institution need not be threatened by technological advances; but, in fact, can be enhanced and highlighted by the use of educational technology. The role of the instructor in distance education and open learning particularly exemplifies this relationship, which, rather than threatening jobs, perhaps holds the key to the expansion of educationally related jobs in the future.

The impact of technology on education, for example, the use of computers and television, should not be merely a case of applying these techniques to the educational process. Nor is it merely imporving instruction techniques by applying behaviorist principles. What is needed is an indigenous educational technology which will have little direct relation to machine-like technology. What is needed is an understanding that what education essentially does is to structure environments for learning, and that the process of educational structuring or instructing, through the interplay of human ingenuity and skills and information storing and transmitting machines, is the first step to such an indigenous technology of education.

Educational technology has given rise to an open systems approach to learning with a philosophy predicted on access and flexibility. Open learning systems have made use of instructional design technology as well as communications media. These systems place the responsibility for learning with the learner. Thus, in many cases, learning need no longer occur at a particular time or place, nor may it even require the presence of an instructor.

This open ideology has given rise to a subset called "distance education," a term often globally applied to very traditional correspondence institutions as well as to sophisticated multi-technology open learning systems. It is in these systems that the role of the human agent, the instructor, is being challenged and changed.

There is a very real fear that systems are dehumanized and that they reduce man to an automaton by both limiting the human contact between teacher and learner and by the standardized approach of the curriculum. I believe the reverse picture is closer to the truth.

Because open learning systems are predicated on a philosophy of equal opportunity, and because the structure of such systems use technology to help more people learn in more places, more of the time. Rather than eliminating human contact, they change it and the role of the instructor becomes a uniquely human one.

There is now potentiality to truly provide individualized conditions of learning for each student, to truly help create an individualized and personalized environment for learning.

With new techniques, we can multiply what is done well. Such economies of scale can release resources to provide for every student what previously could be provided for only a few. As education becomes more available it can become more effective and we can, ideally, have both quality and quantity. Technology used in this sense is applied knowledge; it is the systematic application of the results of research and validated experience. Educational technology is often narrowly interpreted as the application of behavioral principles to learning. Although this fairly functional view has contributed greatly to improved instruction, it by no means offers the complete picture of the use of technology for learning, nor does it do justice to the strongly humanistic aspects of this technology promoted by open learning systems.

The new professional role of the instructor is one that emphasizes the "uniquely human" aspects of instruction. These include such skills as mentoring, motivating, challenging, leading and encouraging, as well as the qualities of belief and love in learning and in people's potential. It is also one that demands a knowledge of both the resources of and the process of learning.

This, then, is the role of the instructor involved in open learning. The use of individualized material frees him or her to become the catalyst, the guide, the mentor, who makes the information come to life. This enthusiasm must be conveyed in many ways through letter, audio-tape, telephone or brief conversation. Because of these conditions, it is even more important that the instructor must view the student as a whole being and must understand

that the student's environment if she or he is to contribute to helping make it conducive to learning.

Such instructors must themselves be master learners, must understand and care for the individuality of the student, must teach process rather than content and must communicate enthusiasm for learning. Machines and techniques cannot do this.

Can instructors outgrow their past and look at their role afresh? Is it possible for an instructor to be a guide, a catalyst, a learning helper, a learning specialist, rather than a content expert or a "professor" of knowledge. and to look upon this new role with the same sense of dedication ' professionalism? Is it possible for the instructor to give up personal claim to knowledge in favour of being a learner? Is there really such a thing as teaching, or is there only learning and we, as teachers, can only ever help learning happen not cause it?

Technology is forcing us to look at these questions, and to look at them with a sense of "fin de siecle" urgency. There is, understandably, an incredible sense of uncertainty and even fear generated by the rapidity of technological change. In education, it has caused some faculty members to actively resist any innovations, and even to block certain techniques as jeopardizing their job security. However, the movement towards mass adult education through the use of open learning systems and distance education, made possible by educational technology, has a popular and political appeal. This movement cannot counter the fear or sense of urgency, nor can it allay the healthy pessimism of humanists such as Jacques Ellul. It does, however, promote a positive and pragmatic rationale to the world as it is.

The accessibility, made possible by educational television and the like, will increase the need for expert learning helpers rather than diminish the role of education. In fact, as Lord Perry has pointed out, what we are seeing is the change from an emphasis on patterns of initial education to the need for life-long continuing education for everyone. However, this saving of mind power, this change in the nature of education from a place to a process or human service would be better effected with the conscious, creative efforts of all educators. This is not to suggest that all fears and healthy criticism be allayed, but to suggest that educators become leaders at the grassroots level and not the bastions of the status quo. If technology is the language of social action, then even the artist, the creator and the humanists among us cannot deny that knowledge is power, and that to create the world of the future we cannot merely embrace or decry technology. We must remember that it is we who created it and it is only ourselves who can control and direct its growth.

But what of the individual? How can we preserve our precious individuality in the face of the standardized approach suggested by educational technology? Certainly every technological development has been an extention of some human function. Whether man is mechanized or freed by this extension depends very much on how the technology is used. This is where the human interface, the instructor has such a crucial role, one that cannot be replaced by technique. However, the greatest blocks to our own growth are the limits we place upon ourselves. I believe that as educators we should not fear technology, we should actively master it, control it and use it to the advantage of people learning. I believe that "teaching" is truly an Art, and, like all humanly creative endeavours, has a spriit that is so uniquely human that it cannot be captured or replicated by "technique." I believe that we should accord the highest esteem and honor to the role of the master learner, the "teacher." We should treasure the human aspects of education -- the ability we have to encourage, to challenge, to guide, to understand and to love. We should let the machines do what they do very well -- transmit and store information, present learning sequences and structures and provide ready objective feedback. We must be involved with the changes. To pretend they are not important is to put our heads in the sand.

> *The role of technology in education is now being invented. Decisions now being made will influence the way in which it will be introduced and used in education. If educators abdicate their roles in making these decisions, the decisions will be made, but they will be made by industry people, by businessmen, by government people, and by others -- they won't be made with the involvement of educators; but they can be. Or this process could be left to chance.**

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*Norman Kurland, "The Impact of Technology on Education," Technology and Education, Educational Technology Publications, 1971

Seminar Session Presentation

INTERINSTITUTIONAL COOPERATION -- THE WAY FOR A SMALL COLLEGE TO GET FURTHER FASTER: SOME EXPERIENCES AND PROSPECTS

Don L. Salter and Roger Hart

Although the theme of the conference is "Institutional Collaboration," the presenter feels that the word "cooperation" more comfortably describes the interinstitutional arrangements that have permitted North Island College to achieve more than would have otherwise been possible. "Cooperation" implies working together, but with that measure of independence that permits individual freedoms not suggested by "collaboration" with its greater reciprocity of activity.

Since its origins in 1975, North Island College has been nurtured to a significant degree by cooperation received from certain institutions, without which the College's growth would likely have been severely stunted. The widely distributed and small population of the region served by North Island College dictates that growth would not have proceeded far along traditional lines -- with a central campus and standard classroom instruction. At best, the College now would be very small in enrollments, expensive to operate and only capable of limited course offerings. In contrast to this gloomy possibility, it is graphically demonstrable that North Island College has a vigorous growth history, is sprouting with many course offerings (three to approximately ninety-five course offerings in the open format alone in three years), is yielding increasing enrollments, and, not the least significant, is being granted increasing budgets at times when the life-sustaining substance is generally less available. Unquestionably, North Island College has developed faster and further, albeit in a different way, out of necessity and by design. The Advisory Committee which conceived the College, fully aware of the physical nature and human needs of the College region, specified initiation of a decentralized system of provision of learning opportunities, and stated that the College "will join forces with other agencies to meet those needs."

The requirement for the College to seek cooperation was set at an early stage. North Island College began by implementing an open learning system in which learning opportunities are maximized. The philosophy from the start, as far as feasible, has been to create learning opportunities open to all potential students. "Open" is interpreted as meaning "open to try" in terms of no entry requirements; open in terms of no limited enrollments or no penalties for noncompletion; open to the place where opportunities are available; and open to time in the sense that students can start a course at any time, work on it at any speed and complete the course at any time.

To put this philosophy into practice, the College has developed a system of two components. One is the networks of tutors working out of more than a dozen centres, including two mobile centres, distributed throughout the College region. The task of tutors is to facilitate and promote students' learning. This human resource is coupled with the second and equally important part of the system, the material resources or sets of individualized instructional materials, usually referred to as "learning packages." A required characteristic of the material resources is that they should "stand alone," in that, if circumstances required, a student could independently complete all the objectives of the course using contact by mail with the College. However, North Island College does not regard itself as a correspondence institution, and instances where students see only half of the system's capability are by choice. Even the "lady living in the lighthouse" (and there is one!) can have contact with her tutor when she wants by radiotelephone. The need for human interaction during learning is well understood and provided for by the tutor network at the students' convenience.

The students' learning comes from self-instruction. The tutors' function is not to instruct but to promote the process whereby a student becomes an independent and life-long learner. The characteristics of learning packages are critical. The instructional materials used by North Island College have been selected as the best available, being complete, up-to-date, pedagogically excellent, visually attractive and appropriate for use in an open system. On registration, a student receives a learning package as his or her own property, which contains all required materials. Many courses use audiovisual components as well as print. Audiotapes usually are included in a package. Some courses use videotaped television programs as integral or major instructional components. Students access these through cable broadcasts, or, more commonly, by visiting their local learning centre where programs can be viewed at the student's convenience.

Obviously, the source of such instructional materials has been a problem for North Island College. The solution of developing materials internally is far too costly in time and dollars, requiring resources beyond the capability of a small institution -- if a worthwhile product is to result. Another drawback is that accreditation of self-developed materials could be a problem for a new institution because status is not generated overnight. Therefore, College policy has been to avoid "re-inventing the wheel" and to acquire suitable existing instructional materials produced by other recognized institutions. This North Island College is doing, with varying degrees of interinstitutional cooperation affecting the possibilities and ease of acquisitions.

Some courses have been acquired by the adaptation of materials purchased from educational agencies within Canada and elsewhere, and from publishing concerns. Little cooperation can be claimed here beyond the usual protocols of commerce! Adaptation has involved minimal development by the College of "wrap-around" student manuals or guides, examinations and other components.

A number of courses with television programs as major components have been obtained through leasing. Considerable cooperation has been given by the leasing agencies in the form of assistance with ancillary materials, advice on using courses, and, significantly, a willingness to provide television programs on reasonable financial terms. Some agencies advertising suitable materials offer them at costs that are prohibitive for a small college; hence access to those materials currently is not possible. High rentals for televised instructional materials are understandable in view of their enormous production costs; however, it does not benefit the producer if (by maintaining high rental charges with no proportion to enrollments) the potential market for a course is restricted to those few institutions with large enrollments that reduce per capita leasing costs. North Island College has experienced cooperation to an extent more than might be expected in commercial leasing situations, as organizations with which the College has arranged affordable leases have understood the constraints placed on the College. One example of the cooperating agency of this type, from which North Island College has leased highly successful telecourses, is Coastline District Community College in California. This large college has given every assistance with courses such as "The Growing Years" (a university-level developmental psychology course) and "Freehand Sketching" (an introductory course designed for a wide student spectrum).

The most significant and growth-encouraging cooperative relationship experienced by North Island College has been interprovincial. In 1976 a liaison was developed between the College of Athabasca University, resulting in a unique arrangement for a "dual student-status." Students wanting to take most of the university transfer courses offered by the College register with North Island College and Athabasca University. On completion of a course, students receive transcripts from both institutions. This informally-agreed arrangement allowed North Island College rapid access to a range of very high quality, individualized courses without the usual problems of acquisition. Athabasca University provides the instructional materials and administers the credit assessments of each course. North Island College "frontends" the courses in its own College region, registering and tutoring students. North Island College pays Athabasca University for materials and assessment services on a per capita, registered student basis. The advantages to the College are obvious, particularly those of the "borrowed" university accreditation of the courses. Athabasca University gains advantages in that it can amortize high development costs of a

course by its greater use through the enrollment generating capability of the College and its ability to provide local course support through the tutor system. This arrangement is not without disadvantages to North Island College, but they are comparatively minor. The main drawback is acceptance of Athabasca's course content, design and assessment. Input to these matters is, however, not denied and Athabasca University's staff have always maintained excellent relations with North Island College's faculty, giving every assistance.

"Brokering" of courses and programs from other educational agencies has been proven by North Island College to be practical and efficient. There must be, therefore, enormous potential for more of this kind of interinstitutional cooperation which can enable every community college, whether young or longestablished, to offer a more comprehensive range of learning opportunities. Such activities which would be in addition to existing traditionally offered instruction, can reach many more students in a college's region, who for reasons of geography and lifestyle cannot otherwise attend college. Carried to the logical conclusion, the net effect would be a publicly visible, and probably more acceptable, cooperative, not competitive, effort at providing better services for students and the taxpaying public.

Seminar Session Presentation

THE OPEN LEARNING INSTITUTE: ENTERING THE TWENTY-FIRST CENTURY

David Kaufman and John Bottomley

This seminar addressed three broad questions: From where did the Open Learning Institute (OLI) emerge? What are its current activities? What are its plans for the future?

The creation of the Open Learning Institute by the provincial government of British Columbia on June 1, 1978 was the result of a planning process begun in early 1976. In the spring of that year, the provincial Ministry of Education established three commissions to consider various aspects of the postsecondary education system. These commissions, the Commission on University Programs in Non-Metropolitan Areas,[1] the Commission on Vocational, Technical and Trades' Training in British Columbia,[2] and the Committee on Continuing and Community Education in British Columbia,[3] all recommended that education and training programs be made more widely available in the province. There was no agreement between the Commissions on how this should be done. The Commission on University Programs in Non-Metropolitan Areas, however, made the most radical recommendation -- that Simon Fraser University be given a mandate to deliver off-campus degrees and that, if that institution did not wish to deliver such services, a new institution be created to do so.

In June, 1977 the Ministry of Education established an ad-hoc planning group called the Distance Education Planning Group (DEPG) to investigate possible delivery systems for distance education in the province. Simultaneously an adjunct board to the Universities Council of British Columbia, the Interior University Programs Board (IUPB), was established to review university proposals for increasing the range of available university programs in non-metropolitan areas. The DEPG reported in November, 1977[4], recommending that a new distance education institution be established to coordinate the development and delivery of distance education materials in Adult Basic Education, Career, Technical and Vocational subjects and in university disciplines. The community colleges were envisaged as playing a brokerage role in the delivery of these services. In the spring of 1978, the IUPB[5] confirmed the need for university level distance education programs and indicated that the creation of a new institution was one manner of ensuring the delivery of these services.

As a result of the advice received from the three commissions, the DEPG and the IUPB, the Minister of Education recommended to the Cabinet that a new institute be designated under Section 9 of the Colleges and Provincial Institutes Act. Order-in-Council 1429 designating the Open Learning Institute was passed on June 1, 1978.

At the same time, the Minister specified the mission of the Institute, saying that:

> *The Open Learning Institute, being a Provincial Institute, shall perform the following functions:*
>
> *(a) provide programs of study leading to a first degree in arts and science;*
>
> *(b) provide programs of study in career, technical and vocational education; and*
>
> *(c) provide programs of study in adult basic education.*
>
> *The Institute shall manage needed support services; develop and acquire courses, programs study and learning materials, and distribute them by distance education methods.*[6]

This mandate was clearly based on the advice received from the sources cited in that it recognizes the need for distance education in a range of program areas and for a single delivery agency. No one report recommended the final outcome, which was an amalgam of the recommendation of all the reports.

Since the OLI is part of a complex system of postsecondary education in the province, extensive collaboration between the Institute and other committees and institutions has been necessary. The OLI university curriculum has been developed in consultation with various provincial articulation committees, the Academic Council, the Occupational Training Council, and the Universities Council. The curriculum is designed to facilitate either part-time, non-continuous study or intensive study leading to a B.A. or B.Sc. degree.[7]

In order to meet the requirements of students and achieve the best possible "fit" with the existing system, Institute courses will be of semester length and discipline based. Transfer credit for OLI courses is presently being negotiated with local postsecondary institutions. At this point, the academic disciplines chosen are: Biology, Computing Science, Economics, English, Geography, History, Mathematics, Psyshology, Sociology.

The Institute is faced with the sequential development of more than one hundred university courses over the next five to ten years. In order to ensure that the courses are of exemplary quality,

a systematic and comprehensive course development process has been developed.

This process uses a team approach in creating a course. The team consists of a course writer, course consultant, instructional designer, editor, visual designer, and pilot students. Others, such as graphic artists, photographers, audio specialists and word processing operators are involved at various stages as required. This team approach has been described as one which"...clarifies concepts, screens out redundancies and keeps courses tight, interesting and attractive."[8]

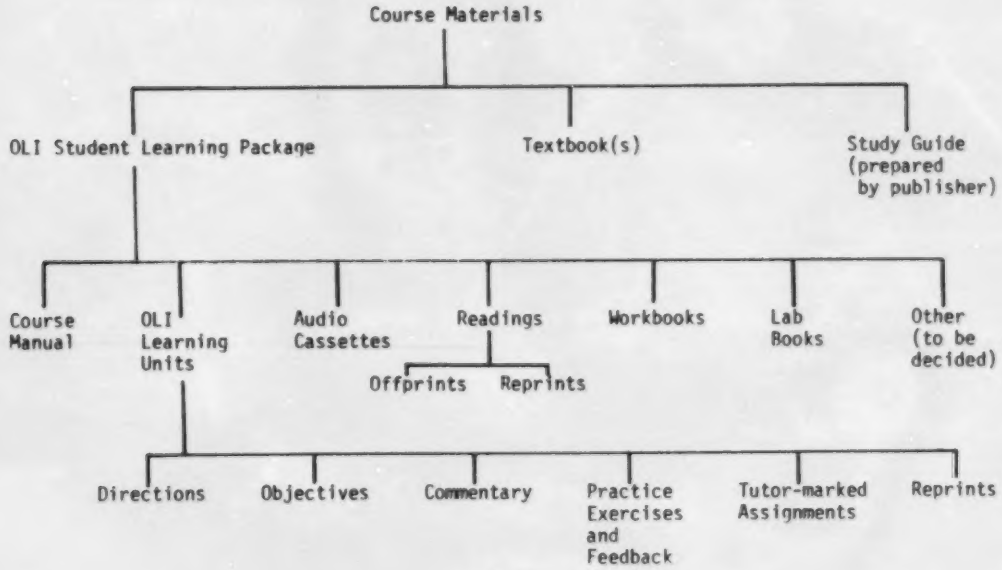
The course development process begins with a workshop for course writers and consultants in which their role and the expectations of the Institute are discussed. In the next step, the course writer prepares a course blueprint which is examined by other members of the OLI team and by the external consultant. Thus far, the writers and consultants have been academics at local universities or colleges who must ensure that the course meets the academic standards of their institutions. After the blueprint has been revised and accepted, the course writer completes instructional units which are again examined by the rest of the OLI team and the external consultant.

Several "pilot" students work through the units at this time, guided by a set of criteria which includes: clarity, consistency, interest, instructional quality, content coverage and workload. This process of examination and revision continues until the final course material meets high standards of quality. Finally, the final exam, student and tutor manuals are prepared. The complete process is guided by a timetable which is agreed upon by members of the course team.

Figure 1 shows the basic structure of an OLI university course. It is unlikely that all components will be present in any particular course, although most are included.

Figure 1

STRUCTURE OF AN OLI UNIVERSITY COURSE



Section 68 of the Colleges and Provincial Institutes Act requires each designated institution to report to the Minister of Education on March 31, 1982 and at each five year period thereafter the reasons, if any, why it should continue to exist.[9] This sunset clause makes it incumbent on the Institute to be in a position to demonstrate that it has met and continues to meet its mandate. This is a powerful argument for the creation of a formal and rigorous course evaluation system. The overall purposes of the evaluation program at the Institute are threefold:

(1) To gather detailed information on the various elements of a given course so that it can be revised, if necessary, both prior and subsequent to its first offering. Formative evaluation data is ephemeral and does not require long term data storage.

(2) To obtain an ongoing evaluation for Institute courses, the data will require storage so that it is possible to analyze trends. The summative data base should be in a form that will also make it useful for research purposes.

(3) To establish a data base for research purposes. As done in the Open University,[10] the division doing the evaluation and research is located within the institution, and is independent of the main program divisions (university, adult basic education, and career/technical/vocational). However, the results of the activities of the program divisions form the main focus of its studies.

The overall plan calls for the the collection of data from a number of sources. The formative evaluation requires the collection of information not only, as we have seen, from expert consultants and "pilot" students but also from course enrollees, from course tutors and from students who failed to complete the course. The summative evaluation requires the collection of information from both registered students and tutors.

In summative evaluations, the specially collected data will be linked with information routinely collected for administrative purposes, such as student background data, student performance data and information on the frequency, purpose and duration of contacts with tutors and advisors. Such linkings will be of much less significance in formative evaluations where quick reporting of serious problems and anomalies is of greater value than involved and time-consuming analyses!

Formative evaluations will be made of all first offerings. This will allow course revision to take place in the semester following the first offering and the offering of the revised course for the rest of the life of the course. Assuming a five year, fifteen semester, average course life, the method can be characterized as "two plus thirteen" formative evaluation methodology. Summative evaluations will be made on the basis of a sample of students for each course on an ongoing basis.

Success of the OLI home study courses depends heavily on the tutors and advisors who are linked to students predominantly through the telephone system. Students are able to phone tutors or advisors at designated times via a toll-free long distance telephone line. Advisors assist students and potential students with academic decisions, while tutors provide instruction, feedback and grading of assignments for specific courses. These professionals are carefully selected for their experience, teaching ability and subject matter expertise.

Regional advising centres will be prominently located, visible, "storefront" operations working closely with local postsecondary institutions. These centres will provide a support system for OLI students, facilitating access to continuing education, and ensuring that the community served is aware of the OLI and its programs as well as those of other institutions. At present, three OLI advising centres have been established in Richmond, Prince George and Kelowna, and other sites are being discussed.

An important area to be developed in the near future is non-credit continuing education. Up to this point, the OLI has offered the "Music of Man" and "Connections" series; TV-based programs linked to a printed viewer's guide and articles in local newspapers.

The area of educational technology will continue to be studied with regard to the state of theoretical knowledge, technical innovations and results of implemented projects. The Institute plans to be prepared for the coming technical revolution in the microcomputer and communication fields.

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Seminar Session Presentation

COOPERATIVE PROFESSIONAL DEVELOPMENT IN HEALTH EDUCATION

Tony Williams

The fundamental purposes of the cooperative Royal Columbian/ Douglas College Education Centre are:

1. To provide educational opportunities to the public which are related to health promotion and the prevention, detection and treatment of illness.

2. To provide educational opportunities to health practitioners needing to maintain and improve their occupational competencies.

3. To contribute to the development of such educational services by engaging in evaluation and research activities.

These purposes are achieved through the most effective and efficient utilization of resources available in the hospital and the college. Cost-effectiveness is also ensured by cooperative relationships with other providers of similar services such as other educational institutions, health care agencies and consumer groups.

The Centre is located at 260 Sherbrooke Street, New Westminster, B.C. V3L 3M2. Our facilities at the Royal Columbian Hospital School of Nursing consists of three offices, three classrooms, a lounge area, a gymnasium and a clinical laboratory.

The Board of the Centre is comprised of two senior administrators from each institution, plus a Board member appointed annually from each institution. Our staff is made up of myself as Coordinator, and two people in charge of the Dentistry and Basic Life Support programs. And we have a complement of secretarial staff.

In the four-year period of the life of the Centre (1976-80) we have offered a total of 160 courses to 3,000 participants. The Centre is moving into the 1980s with new programs for health professionals, emphasizing interprofessional cooperation. In this, the fourth year, much of the previous groundwork is paying off. The Centre is now the Provincial administrative unit for Basic and Advanced Cardiac Life Support Programs. It is one of the leading agencies in the development of post-basic education for nurses, with programs in Occupational Health, Emergency Nursing and Psychiatric Nursing well under way. Ambulance personnel are now

receiving Continuing Education at the Centre, and discussions regarding expansion of this program is under way. Our heart attack awareness program is bringing in local citizens who we hope will return for more preventative health programs. And our Dental Continuing Education is now supplying programs for Dentists and auxiliaries in the Fraser Valley District.

The Centre presently has one research project under way, and one in the planning stage. The studies will help us determine the effectiveness of the Citizen C.P.R., Ambulance and Paramedic programs operating in the Lower Mainland on the outcome of people suffering heart attacks.

These projects described briefly above are our "big" projects. We hold equally important our "bread and butter" courses, the one and two-day workshops for doctors, nurses, physiotherapists, psychiatric workers and other professionals which we run two or three times per week September through May.

Four years ago the Royal Columbian Hospital and Douglas College created a unique concept by developing this Health Education Centre. Today we see it working and blossoming. We, the staff, are enjoying the (ad)venture, and I believe others find this cooperative program of considerable interest.

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PROCEEDINGS
of the Pacific Northwest Conference on Higher Education

J. KENNETH MUNFORD, *Series Editor*

Founded by Dean Edwin B. Stevens (1873-1968) of the University of Washington, the Pacific Northwest Conference on Higher Education held annual meetings 1935-1942 (two in 1937) at the University of Washington. Themes of the conferences included *The Junior College, Implications of Democracy, Personnel Work, General Education,* and *Higher Education Looks at the Future.* In the war years 1943-45 no conferences were held. Since that time the location and theme of the annual conferences have been as follows:

1946 Oregon State College. *The Student as a Factor in His Education.*

1947 University of Washington. *Guidance and Personnel Work in Higher Education.*

1948 University of British Columbia. *Admissions, Curriculum, and Personnel Services.*

1949 Spokane, Washington. Merger with the Northwest Conference on the Arts and Sciences; joint meeting with the Department of Higher Education of the National Education Association.

*1950 Reed College. *Higher Education in a National Emergency.*

1951 No conference.

*1952 Whitman College. *Higher Education and the Advancement of Freedom.*

*1953 University of Oregon. *Higher Education for an Expanding Population.*

*1954 University of Idaho. *Man's Right to Knowledge and the Free Use Thereof.*

*1955 University of Washington. *Quality and Quantity in Higher Education.*

*1956 University of Utah. *Higher Education and the Mature Conscience.*

*1957 College of Puget Sound. *Reclaiming Wastelands in Higher Education.*
*1958 State College of Washington. *Human Values in a Technological Age.*
*1959 Southern Oregon College. *Superior Students.*
*1960 Central Washington College. *Improving Teaching in Colleges and Universities.*
*1961 University of Washington. *Higher Education Re-Examined.*
1962 University of Nevada. *Higher Education, Its Autonomy and Support.*
*1963 Portland State College. *The American College and the Making of an Educated Man.*
*1964 Western Washington State College. *New Knowledge: Its Impact on Higher Education.*
*1965 University of Oregon. *Higher Education for All?*
†1966 University of Idaho. *Responsibilities of Colleges and Universities.*
†1967 Lewis and Clark College. *Toward the 21st Century in Higher Education.*
†1968 University of Utah. *Profess or Perish*
†1969 Oregon State University. *Confrontations.*
†1970 College of Great Falls. *Refocus.*
†1971 Willamette University. *Accountability.*
†1972 University of Lethbridge. *Survival and Challenge.*
1973 The Evergreen State College. *Diversity.*
†1974 Gonzaga University. *Liberal Studies and Career Education.*
†1975 University of Montana. *Quality in Higher Education in Times of Financial Stress.*
†1976 Idaho State University. *The Non-Traditional Student in Higher Education.*
†1977 Oregon State University. *Closing the Gaps in Higher Education*
†1978 University of Calgary. *Higher Education: Beacon or Mirror*
†1979 *Compromise, Collaboration or Competition in Higher Education*

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*Proceedings were published but are now out of print. Microfilms or microfilm printouts may be obtained from Xerox University Microfilms, Ann Arbor, Michigan 48103.

†Proceedings were published and may be obtained at $5 a copy from Oregon State University Press, Corvallis, Oregon 97331.